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ABSTRACT

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on reading strategies for the primary grades. The 40 lesson plans in this book offer practical suggestions for the teacher on how to: (1) get started with beginning reading; (2) facilitate comprehension through vocabulary development; (3) read different kinds of text; (4) enhance reading by writing and writing by reading; and (5) promote reading by promoting the use of books. The book includes an activities chart which indicates the focus and types of activities (such as collaborative learning, use of literature, playing games, etc.) found in the various lessons. A 37-item annotated bibliography contains references to additional lessons and to other resources for teaching language-learning strategies in the ERIC database. (RS)

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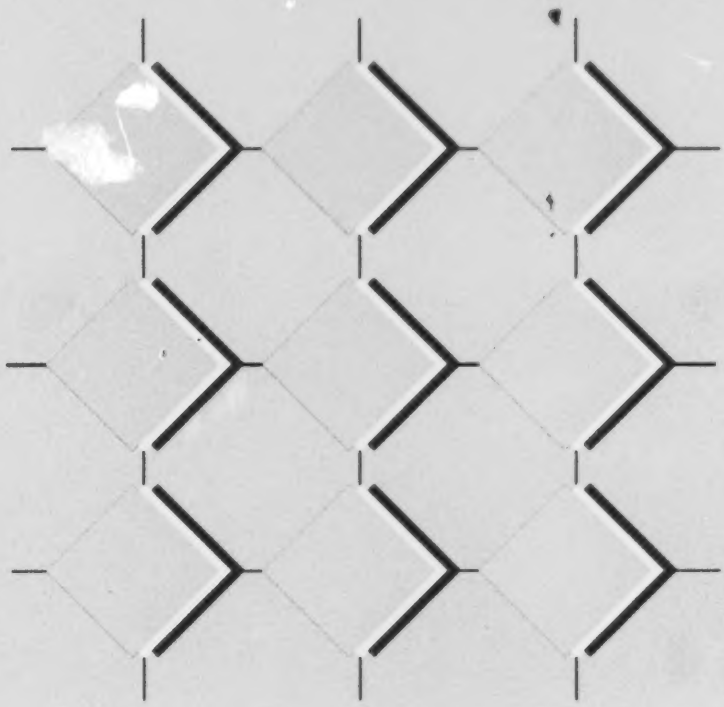
Reading Strategies for the Primary Grades

Kim and Claudia Kätz



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ERIC Clearinghouse on Reading and Communication Skills

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by Kim and Claudia Kätz

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in cooperation with

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

TRIED is an acronym for Teaching Resources in the ERIC Database.

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Series Introduction

Dear Teacher,

In this age of the information explosion, we can easily feel overwhelmed by the enormity of material available to us. This is certainly true in the field of education. Theories and techniques (both new and recycled) compete for our attention daily. Yet the information piling up on our desks and in our minds is often useless precisely because of its enormous volume. How do we begin to sort out the bits and pieces that are interesting and useful to us?

The TRIED series can help. This series of teaching resources taps the rich collection of instructional techniques collected in the ERIC database. Focusing on specific topics and grade levels, these lesson outlines have been condensed and reorganized from their original sources to offer you a wide but manageable range of practical teaching suggestions, useful ideas, and classroom techniques. We encourage you to use the citations to refer to the sources in the ERIC database for more comprehensive presentations of the material outlined here.

Besides its role in developing the ERIC database, the ERIC Clearinghouse on Reading and Communication Skills is responsible for synthesizing and analyzing selected information from the database and making it available in printed form. To this end we have developed the TRIED series. The name TRIED reflects the fact that these ideas have been tried by other teachers and are here shared with you for your consideration. We hope that these teaching supplements will also serve as a guide or introduction to, or reacquaintance with, the ERIC system and the wealth of material available in this information age.

Carl B. Smith, Director
ERIC Clearinghouse on
Reading and Communication Skills

USER'S GUIDE for
Reading Strategies for the Primary Grades

These lessons offer practical suggestions for you in teaching young readers and writers how to use the skills of thinking and language.

The section headings of this TRIED volume show that the lessons take a strategic approach--a "how-to" approach.

- How to get started with beginning reading by working with basic visual and auditory patterns, listening for rhyme, finding the main idea, and beginning with texts with which the children are already familiar, such as "Mother Goose"
- How to facilitate comprehension through vocabulary development, use of the dictionary, and deriving cues from context, and how to achieve comprehension through clear thinking
- How to read different kinds of text: narrative text and expository text
- How to enhance reading by writing and writing by reading by affirming the reading-writing connection
- How to promote reading by promoting the use of books

An "Activities Chart" (pages viii-ix) displays the foci and types of activities (such as collaborative learning, use of literature, playing games) recommended in each of the lessons. An annotated bibliography at the end of the book contains references to additional lessons and to other resources for teaching language-learning strategies, all to be found in the ERIC database.

LESSON DESIGN

These lessons offer ideas that were first tried and tested in the classroom environment, and then reported in the ERIC database. The ED numbers for sources in *Resources in Education* (RIE) are included to enable you to go directly to microfiche collections for the complete text, or to order the complete document from the ERIC Document Reproduction Service (EDRS). The citations to journal articles are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loan.

Beginning with the resources as found in the ERIC database, these lessons have been redesigned with a consistent format for your convenience. Each lesson includes the following sections:

Source (your reference to the original in the ERIC database)

Brief Description

Objective

Procedures

Personal Observation

space for your own **Notes/Comments**

The lessons are addressed to you, the teacher. In many instances, the TRIED text also addresses your students directly. These directions to the students are bulleted "•". Read these instructions to your students, or revise them, as you prefer.

You know your students better than anyone else does. Adapt these lessons to the ability levels present in your classroom. Some of the lessons were specifically written for certain levels, but they can be modified easily. Think of these lessons as recommendations from your colleagues who TRIED them and found that they worked well. Try them yourself, improve on them where you can, and trust your students to respond with enthusiasm.

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Introduction to Learning Strategies

Learning strategies for reading is an important part of the education of young children. How the strategies are taught is of equal importance.

We would like to preface the strategy lessons and activities presented in this TRIED volume with a brief explanation of "explicit instruction."

Teachers using explicit instruction to teach reading strategies help young children to understand the uses for the strategies both in reading in the classroom and in independent reading outside of the classroom. The following steps of explicit instruction are easy to follow:

1. What
2. Why
3. How
4. When
5. Guided Practice
6. Independent Practice

In step one, explain to the children *what* the strategy is.

In step two, go on to explain *why* the strategy is important in reading.

In step three, model *how* the strategy is used. While modeling the process, it is very important that you "think out loud," thereby demonstrating the mental as well as the physical processes involved in using the strategy.

In step four, explain *when* to use the strategy, not only in classroom reading but also in independent reading.

Step five comes after you have explained the what, why, how, and when of the strategy. *Guided practice* is a controlled practice session with teacher guidance. When the guided practice has proved to be sufficient, the children are ready for step six: *independent practice* on their own.

We follow these steps in the presentation of the strategy lessons.

Activities Chart

	Art Activities	Audio Tapes	Categorizing	Cloze Activities	Cooperative Learning	Creative Dramatics	Games	Graphic Organizers	Group Activities	Language Experience	Newspapers/Magazines	Poetry/Rhyming Words	Reading Aloud	Reading/Writing	Retelling	Thinking Skills	Vocabulary/Development
Beginning Reading																	
Patterning (p. 2)						X			X								
Experience Stories (p. 5)	X									X			X	X			
Rhyming Words (p. 7)							X		X			X	X				
Picture Clues (p. 9)											X					X	
Main Idea (p. 11)	X		X								X		X	X		X	
Whole Language (p. 14)					X				X				X	X			
Cross-Age Tutoring (p. 16)	X				X									X			
Mother Goose (p. 18)												X	X	X			
Comprehension																	
Vocabulary Enhancement (p. 21)			X		X		X	X									X
Word Splash (p. 23)					X		X										X
Dictionary Game (p. 25)					X		X		X		X						X
Vocabulary in Context (p. 27)				X	X		X										X
Context Clues (p. 29)	X			X	X					X			X	X		X	
Comprehension Activities (p. 34)					X	X	X		X							X	
Shadow Puppets (p. 37)	X				X	X								X	X		
Narrative Text																	
Response Logs (p. 40)				X													
Beyond SSR (p. 42)									X								
Mapping Stories/Poems (p. 43)	X		X		X			X	X			X	X	X		X	
Story Mapping (p. 45)	X		X		X			X	X				X	X	X	X	

Activities Chart (continued)

	Art Activities	Audio Tapes	Categorizing	Cloze Activities	Cooperative Learning	Creative Dramatics	Games	Graphic Organizers	Group Activities	Language Experience	Newspapers/Magazines	Poetry/Rhyming Words	Reading Aloud	Reading/Writing	Retelling	Thinking Skills	VocabularyDevelopment
Expository Text																	
Cause-Effect (p. 49)									X				X	X		X	
Note-Taking (p. 51)			X						X				X	X		X	
THINK-WINK-Decide (p. 53)			X					X	X				X	X		X	X
Semantic Mapping I (p. 55)			X					X	X					X		X	
Semantic Mapping II (p. 58)	X		X					X	X					X		X	X
Reading-Writing Connection																	
Poem Pattern (p. 62)	X								X			X		X			
Summarizing (p. 64)					X				X				X	X		X	
Whole Language (p. 66)	X	X									X			X			
Author's Circles (p. 68)					X				X				X	X			
Task Cards (p. 70)	X		X											X		X	X
Family Stories (p. 73)		X			X				X	X				X			
Design a Character (p. 75)	X								X					X		X	
Who Am I? (p. 76)									X				X	X		X	
Reading/Writing/Art (p. 78)	X									X			X	X			
School Newspaper (p. 80)					X					X		X		X			
Promoting Reading																	
The Bookworm (p. 83)	X												X	X			
Sharing Stories (p. 85)					X								X				
Radio Plays (p. 86)		X				X			X								
Bulletin Boards (p. 88)	X		X											X		X	
Adopt-a-Book (p. 91)	X								X					X			
USSR + USA (p. 93)					X				X					X			

Beginning Reading

Visual and Auditory Patterning

Source

ED 298 475 "Complete Patterns: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program." Chicago Board of Education, 1986.

Brief Description

Using manipulatives of various colors, sizes, and shapes to teach patterning to kindergarten children.

Objective

To help young children learn the discrimination tasks of visual and auditory patterning.

Procedures

Visual Patterning

Find sets of blocks, beads, or pegs of various colors, sizes, and shapes. You will need at least one set for each child in your class. An overhead projector is a good way to present the patterns.

1. Using one of the manipulative sets, construct a pattern like the one below. The examples presented will be constructed with blocks, but any manipulative set could be used.

red	blue	yellow

   - This is a pattern. Each block is a part of this pattern, and all three blocks make the whole pattern.

2. Add a second set of blocks to the pattern.

red	blue	yellow	red	blue	yellow

   - Who can make a pattern that is the same as these two patterns?

   Have a few children make the pattern with their blocks; then have the whole class make the pattern. Monitor your students' progress as they complete the task.

3. Make another three-block pattern.

blue	blue	yellow

Have the children make this pattern with their blocks. Monitor their progress.

4. Make three more three-block patterns. One of the patterns should be the same as the first pattern.

yellow	yellow	blue	blue	yellow	blue

blue	blue	yellow

- Which pattern is the same as the first pattern?

Repeat this step with other patterns.

5. Make a new three-block pattern. Add two blocks that are the same as the first two blocks in the three-block pattern.

red	blue	yellow	red	blue	_____

- Who can tell me which block will complete this pattern?

Repeat this step with other patterns.

Repeat steps 1 through 5 with other patterns until the children can do the patterns easily. Give the children the opportunity to make their own patterns with the manipulatives.

Auditory Patterning

These activities can be done with hands and feet.

- We have made patterns with blocks. Now we are going to make patterns with sounds. Watch and listen as I make this pattern with my hands and my foot.

1. Produce a three-sound pattern, such as:

   CLAP, STAMP, CLAP

   Describe what you are doing as you model the pattern.

   - I clap my hands, stamp my foot, and clap my hands. Now you do the pattern with me: Clap, stamp, clap.

   Do the pattern several times with the children. Have them say the pattern as they do the pattern.

2. Repeat this activity with other patterns, such as:

   CLAP, PAUSE, CLAP

   TAP, TAP, STAMP

Personal Observation

There are patterns in words, sentences, paragraphs, number sequences, math problems, and math word problems. Learning patterns and recognizing patterns is an important readiness skill for both reading and math.

3. Produce another pattern, for example:

   STAMP, CLAP, STAMP

   Have the children do the pattern several times as they say the pattern.

4. Repeat the pattern again, leaving out the last sound.

   STAMP, CLAP, _____

   Ask the children to complete the pattern.

Repeat steps 1 through 4 with other sound patterns. Rhythm instruments like sticks, maracas, and bells can also be used to make sound patterns.

Repeat steps 1 through 4 again using loud and soft sounds. For example:

LOUD, SOFT, LOUD

SOFT, SOFT, LOUD

etc.

Hands and feet can be used to produce these sounds.

Repeat steps 1 through 4 using words. For example:

UP, DOWN, UP

SLOW, FAST, SLOW

RED, YELLOW, YELLOW

BIG, BIG, LITTLE

Comments/Notes:

Writing Experience Stories

Brief Description

A three-day plan for using children's experiences to compose dictated stories. Writing and reading these stories enhances the literary experiences of kindergartners and first-grade children.

Source

ED 276 975

Morris, Darrell. "Teaching Reading in Kindergarten: A Language-Experience Approach." Occasional Paper No. 13.

Objective

To use children's experiences to provide reading materials for young children.

Procedures

Day One

- Today, we are going to write a story. All of us are going to help write this story. Who can tell us something that they did last night that was fun?

Begin a discussion of an experience that most of the children can share.

- Can someone tell me a sentence to begin our story?

Have the children dictate two or three sentences to you. Print the sentences on chart paper or on the chalkboard.

Example of a story:

MAKING POPCORN

We made popcorn. We made it in a popcorn popper. We put butter and salt on the popcorn.

Read the story to the children. Point to the words as you read. Have the children read the story aloud together several times, pointing to the words as they read.

Day Two

- Now we are going to read together the story that we wrote yesterday.

Have the children read the story again out loud and together several times. Point to the words as they read.

Personal Observation

This is the basic procedure for writing an experience story. When the children become familiar with the process, parent volunteers and teacher aides can work with individual children or with small groups.

Use the following questions to highlight some of the "features" of reading.

- Who can point to where we start reading our story? Where does the story end? Where do we go when we reach the end of this line?

(Read the line, pointing to the words, and stop reading at the end of the line. Keep your finger on the last word on that line.)

Point to the period at the end of the line.

- This dot is called a "period." What should we do when we come to a period when we are reading?

Point to a word that appears more than once in the story.

- Who knows this word? Who can find this same word at another place in the story?

Point to a letter that is used to begin a number of words in the story.

- What is the first letter in this word? Can you find another word that begins with ____?

Day Three

This part of the lesson works well with small groups.

Give each child a piece of drawing paper with a story written at the bottom. Read the story several times, having the children point to the words as you read.

- Now, you are going to illustrate our story. That means, you are going to draw a picture that shows what is happening in the story. As you draw, I am going to ask each of you to read the story to me.

Have the children illustrate the story on the top half of the paper. As they draw, ask each child to read the story, pointing to the words while reading. Children who experience difficulty reading and pointing to the words can be asked to "echo-read" -- you read a line, then the child echoes the same line.

Ask children who are successful with reading and pointing to the words to read randomly selected words in the story.

Recognizing Rhyming Words

Brief Description

A set of four pre-reading activities designed to help kindergarten children identify rhyming words.

Objective

To help kindergarten children recognize and identify rhyming words.

Procedures

Activity One

- You are going to listen to a nursery rhyme about a little boy who falls asleep when he should be working.

Read "Little Boy Blue" to the children.

> Little Boy Blue, come blow your horn!
>
> The sheep's in the meadow, the cow's in the corn.
>
> Where is the little boy who looks after the sheep?
>
> He's under the haystack, fast asleep!

Select a few children to tap the rhythm of the poem with sticks. The rest of the children can clap the rhythm.

Reread the poem using your hand and/or voice to direct the rhythm.

Read the poem again; this time, have the children join you.

Read the poem again. Leave out the rhyming words and ask the children to supply the missing words.

Repeat the poem one more time, highlighting the rhyming words: like *horn* and *corn*, and ask the children for words that rhyme with *horn* and *corn*. On the chalkboard write the words given by the children.

- We have been talking about words that rhyme. Who can tell me what makes words rhyme?

Source

ED 298 476

"Identifies Rhyming Words: An Instructional Module for a Learning Outcome of the Comprehensive Reading Program," Chicago Board of Education.

Personal Observation

Rhyming helps young children recognize the sounds associated with specific spelling patterns. Be sure to help your students recognize the part of the word containing the rhyming pattern.

Listen for a response that indicates your students' understanding that rhyming words "sound alike." Ask for other examples of rhyming words, such as in other poems or songs. Repeat the procedure with other nursery rhymes as a follow-up activity.

Activity Two

- We are going to play a game called "Hands-up." Listen very carefully while I say three words. If all of the words rhyme, put your hands up, like this. [Hands up.] If all of the words do not rhyme, keep your hands down.

Examples:

can, man, fan	small, fan, hop
big, top, horn	brown, crown, clown
shell, bell, fell	night, after, in
hat, cat, rat	

Activity Three

- This time, we are going to listen to some words, but only two of the words rhyme. I will ask someone to tell me which two words rhyme.

Examples:

mop, pop, dig	fish, dish, day
head, said, jar	fast, lock, sock
took, book, fox	crown, play, clown
hen, two, men	

Activity Four

Find or draw several pairs of pictures with rhyming names, like *tie - pie* and *fox - box*. Put the pictures on cards. Write the word for the picture on the back of the card. Put one set of the picture cards, picture-side up, in front of your students.

- We are going to play a rhyming game. These cards have pictures and words on them. You are going to take turns finding a picture on the cards on the table that rhymes with the card you are given.

Give one of the pictures to a student and ask him or her to find a picture that rhymes with it. If a child cannot find a rhyming picture, the card is replaced with the others.

As a follow-up activity, ask your students to draw their rhyming pairs on paper. Encourage them to label their pictures with words. Accept invented spellings and symbols.

Using Picture Clues

Brief Description

Three activities designed to help young children use picture clues to comprehend text.

Objective

To provide direct instruction in the use of picture clues to understand text.

Procedures

Find at least four different pictures of scenes, pictures with people in different settings. The pictures can be taken from magazines, newspapers, calendars, etc. Pictures from the class-favorite read-aloud book or from reading texts can also be used.

Activity One

- You are going to learn a strategy that will help you identify unknown words as you read, and this strategy will help you become better readers.

Using one of the scene pictures, make up some sentences, omitting a key word in each sentence. Tailor the sentences to the ability level of your students.

Example: (Using a picture of several children and a dog.)

Pete is playing with the _____. (dog)

The dog's hair is _____. (white)

Jane is sitting beside the _____. (tree)

There are _____ boys in this picture. (five)

This activity can be done orally or in a written format, depending on the skill level of your students. Use the first few sentences to model the strategy. Tell your students what you are thinking as you go through the process of identifying the missing word by using the picture clues. Have a few students demonstrate the process of identifying the missing word, thinking out loud, as you did, while they proceed.

Source

ED 266 418

Elliot, Joan B., & McFeeley, Donald C. "Context Clues: Usefulness and Creative Instructional Techniques." Paper presented at the Annual Meeting of the International Reading Association, 1985, 20pp.

Personal Observation

Picture clues are helpful for constructing meaning from written text. Some people learn reading and writing *directly* by looking at words and pictures, rather than *indirectly* by "listening" and then either decoding the aural word or attempting to spell it phonetically. Use lots of pictures to give your "visual" students the same chance at literacy that your "aural" students have.

- You can use this strategy every time you read, both in the classroom and at home.

Provide guided practice with sentences from another picture. As a follow-up activity and for independent practice, have the students use the strategy while reading from their classroom textbooks.

Activity Two

Make up some questions about two more of the scenes. Formulate the questions to help the students make inferences about the pictures. Once again, keep the ability level of your students in mind as you develop the questions. This activity can be done in oral or written format.

Remind your students of the "what" and the "why" of the picture-clues strategy.

Example: (Using a picture of children on a playground)

What season of the year is it? How can you tell?
Do you think the children are happy or sad? Why?
What game are the children playing? How do you know?
Is it morning or evening? How do you know?
Is the weather good or bad? How do you know?

Model the process of answering the first question by thinking aloud as you arrive at the answer. Have one or two students do as you did and model the process by thinking aloud as they proceed.

After using the second set of questions for guided practice, use classroom textbooks for independent practice. Remind your students that the picture-clues strategy can be used whenever they read stories with pictures.

Activity Three

The object of this activity is to illustrate how picture clues aid comprehension. Find some pictures depicting a person engaged in an action. Cut out one important part of the picture. For example, find a picture of someone flying a kite. Cut off the part of the picture containing the kite and the string.

- What is the person in the picture doing?

After several possibilities have been discussed, replace the missing piece of the picture. Point out to your students that the clues in the complete picture help the understanding of the action in the picture.

Repeat the procedure with other pictures to reinforce the object of the lesson.

Finding the Main Idea

Brief Description

Three activities designed to help young children with main-idea comprehension. (These activities work well when used on successive days.)

Source

Slack, Lori. "What's the Big Idea?" *The Reading Teacher*, 42, 7, p. 554.

Objective

To provide a series of activities to develop background for future main-idea lessons.

Procedures

Find several short stories with easily recognizable main ideas. Folktales and fables would be good choices. Most of the activities can be done by the children individually or in groups. They can also be done orally or in written format. You will need the following items to do the activities:

umbrella
crayons, pencils, pens, markers
string/yarn
index cards
catalogs/magazines with pictures
scissors
glue or paste

Procedures

Activity One

- We are going to learn to find the *big idea* (main idea) and the *little ideas* (supporting details) in a story. Learning to do this will help you think about, and understand, the stories you read.

Read one of the stories aloud to the children. Talk about the *big idea* of the story. Model the process of deciding what the *big idea* is with your students. Also, talk about and model the process of picking out the *little ideas*.

Using the chalkboard or chart paper, write the *big idea* of this story in capital letters. Write the *little ideas* in lower case letters around the *big idea*. Repeat the procedure using a different story.

- Think about the *big ideas* and the *little ideas* each time you read a story.

During the next day or two, read other stories to your students, and have them pick out the *big ideas* and the *little ideas*.

Activity Two

- Now we are going to find the *big idea* in a list of words. This is called "categorizing."

Demonstrate how an umbrella protects us from rain. Illustrate with several students that when the umbrella covers us, we are protected; when the umbrella is not covering us, we are not protected.

Next, hang the umbrella by its top within reach of your students in a corner of the classroom. Tie a crayon to one end of a string, and attach the other end of the string to the frame of the umbrella, so that the crayon hangs under the cover of the umbrella.

Attach the pencil, pen, and marker to the umbrella with separate strings. Write "things to write with" on an index card, and attach the card to the top of the umbrella.

- Is the crayon hanging from the umbrella a "thing to write with?" How about the pencil? The pen? The crayon? What do you think the *big idea* is for all of these things?

Discuss with the children how the *big* umbrella *idea* covers the "things to write with." Repeat the procedure with other objects under the umbrella.

Activity Three

- This time, we are going to find pictures of *little ideas* that go with a *big idea*.

Choose a *big idea*, write it on an index card, and fasten the card to the top of the umbrella. Attach strings to the underside of the umbrella. Discuss the *big idea* with the children and have them suggest possible *little ideas*.

- We are going to look for pictures of *little ideas* in these magazines. When you find a picture of a *little idea*, bring it to me and we will hang it under the umbrella of the *big idea*.

The pictures can be glued to index cards, then hung from the strings. Ask each student or group of students how the picture fits with the *big idea*.

Use the following follow-up activities for independent practice:

1. Have groups of students find four or five pictures that pertain to one *big idea*. Hang one set of pictures from the umbrella and have the other children guess the *big idea*.
2. Draw a large umbrella on the chalkboard. Write a *big idea* on the umbrella, and have the children think of *little ideas*. Write the *little ideas* under the umbrella.
3. Provide each student with a piece of paper containing three or four umbrellas under which are written several *little ideas*. Have the students write the *big ideas* on the umbrella.

Comments/Notes:

Beginning Reading

Three Whole Language Reading and Writing Activities

Source

ED 306 558

Manning, Maryann Murphy, *et al.* "Reading and Writing in the Primary Grades." Analysis and Action Series, National Education Association, Washington, D.C.

Brief Description

Five activities designed to increase the abilities of beginning readers in a Whole Language setting.

Objective

To provide a natural and enjoyable setting for the development of the reading processes.

Procedures

Activity One

Oral Reading

After either the silent or oral reading of a story, engage your students in a discussion of the story.

- Now that you have read the story, I want you to think about the part of the story that you liked best. Who can read a favorite part to us?

Select some students to read their favorite parts. Continue the discussion by asking for a part from the beginning of the story or from the end of the story. Also ask for the funniest or the saddest part of the story.

This procedure can also be used after listening to a story. Ask your students to retell the parts they liked best.

Activity Two

Big Books

Pattern books in big-book format can be used to stimulate the composition of a parallel story. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. would be suitable for this procedure because it has a continuing pattern.

Brown Bear, Brown Bear

What do you see?

I see a redbird looking at me.

Redbird, Redbird

What do you see?

I see a yellow duck looking at me.

The children can write a parallel story by changing Brown Bear and Redbird to other characters.

Black Cat, Black Cat

What do you see?

I see a bluebird looking at me.

The story can be written on chart paper or on the chalkboard for the children to read individually and as a group.

Martin, Bill, Jr., *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt and Company.

Activity Three

Group Reading

Vary group reading by selecting groups of three children, seating them on the floor, and giving each group one book. The task is for each group to read the book by decoding the words together. Once the words have been decoded, the group reads the book again. A brief summary of the story can be given by each group, and the books can be exchanged among the groups to repeat the process.

Activity Four

Hearing Text Before Reading

Read a story to the children before having them read the same story independently. Hearing the story first will raise the children's comprehension and motivation.

Personal Observation

The more young children are engaged in listening to, reading, and extending literature, the more their reading abilities will increase. Use picture books, too, and pictures that make stories visible. Some children need to "see" words in the way that other children need to "hear" words.

Cross-Age Tutoring

Source

Kätz, Claudia A. "Cross-age Tutoring: A Reading-and-Writing Experience," *The Reading Teacher* (forthcoming).

Brief Description

A cross-age tutoring program pairing kindergartners with upper-elementary students.

Objective

To develop beginning reading skills in young students while reinforcing cooperative learning at both younger and older age levels.

Procedures

Team yourself with a teacher in your building willing to cooperate with you and to share the responsibilities of a cross-age tutoring experience. This approach was designed for a group of kindergarten children and 4th-to-6th-grade students.

Prior to the tutoring experience, the teacher and older students discuss working with younger children and tutoring procedures. Some of the older students might relate experiences they have had working with younger siblings or neighbors.

The kindergarten teacher and the kindergartners briefly discuss the tutoring procedure and cooperating with the older children.

After the discussions, the two teachers pair the students according to prearranged tutoring days and times. When choosing the pairs, consider the personality and ability of each student as well as the pair's ability to work productively. The abilities of both students will most likely be enhanced by this experience.

If the number of students is unequal, match one older student with two kindergartners.

So that the teams can become comfortable working together, have them engage in readiness activities, such as letter recognition, word recognition, and number recognition. The older students can also read to the younger ones.

Ask the older students to help with the preparation of materials to be used during the tutoring, such as making flashcards and choosing suitable read-aloud books. Have each tutor prepare a

short, written lesson plan for each session. This helps the tutor feel confident and insures a productive lesson.

Keep the sessions short, 15 - 20 minutes, and vary the activities to reduce loss-of-attention problems.

The tutors can keep their individual materials in manila envelopes with their lesson plans. When the sessions begin, both teachers can monitor the progress and productivity of the pairs. Watch for the tutor's ability to follow the planned lesson, and the kindergartner's response to the lesson.

After each session, have the tutors write a sentence or two describing their kindergartner's response to the lesson. The tutoring lessons can be adjusted according to the needs and abilities of each student. Check with the kindergartners, too, to see if they are getting along with their tutor.

The two teachers can hold "after tutoring" discussions with their own class to reduce conflicts and to generate suggestions for future sessions.

Comments/Notes:

Personal Observation

An excellent book on peer tutoring is available that describes a variety of cooperative learning scenarios, tells you how to get started, and provides theory and background on this method as well as cleverly designed assessment helps. See Elizabeth McAllister, *Peer Teaching and Collaborative Learning in the Language Arts* (EDINFO Press and ERIC/RCS, 1990).

Mother Goose on the Loose

Source

Haake, Cheryl M. "Mother Goose Is on the Loose," *The Reading Teacher, 43,* 4, pp. 350-351.

Brief Description

Ten activity suggestions using Mother Goose rhymes with various age levels and various subject areas, in a Whole Language classroom.

Objective

To use Mother Goose rhymes to enhance learning in a variety of subject areas

Procedures

Activity One

Give your students the opportunity to do research on Mother Goose. Take them to the library to find answers to questions like these: Who was Mother Goose? How did Mother Goose begin? Is there more than one Mother Goose book? Are Mother Goose rhymes about historical characters?

Activity Two

Children can build categorizing skills by putting the rhymes into categories according to subject. Some of the subjects possible are these:

Rhymes about People

"Mary, Mary Quite Contrary"
"Little Miss Muffet"
"Jack, Be Nimble"
"Little Jack Horner"
"Old King Cole"

Rhymes about Animals

"Baa, Baa, Black Sheep"
"Jenny Wren"
"This Little Piggy"

Counting Rhymes

"One, Two, Buckle My Shoe"
"As I Was Going to St. Ives"

Rhymes about the Weather

"Rain, Rain, Go Away"
"January Brings the Snow"

Activity Three

Lessons on fractions (1/4, 1/3, 1/2) are usually a part of the primary math curriculum. Begin a fraction unit by reading "Humpty Dumpty" and discussing how many parts he broke into when he fell from the wall. A Humpty Dumpty egg-shaped image cut into halves, thirds, and quarters makes the concept visible.

Activity Four

Three rhymes can help your students think about telling time. "Wee Willy Winkie," "Ten O'Clock Scholar," and "Hickory Dickory Dock" all refer to clocks and time. You'll need an old-fashion clock face with numbers and hands, not one of those modern digital clocks!

Activity Five

When you come to the unit on measurement in the arithmetic book, introduce the unit by reading "Jack, Be Nimble." The students can measure a variety of candlesticks in both English and metric units.

Activity Six

Reading the rhyme "Mary, Mary Quite Contrary" is a good way to begin a science unit on plants. The students can plant some seeds and find out how their own gardens grow.

Activity Seven

The beginning of the school year is the time to get classroom rules straight. Begin the discussion by reading "Mary Had a Little Lamb" and talking about the rules concerning lambs in school, and why rules are necessary, but lambs are not.

Activity Eight

Learning the rhymes "One, Two, Buckle My Shoe" and "Going To St. Ives" reinforces beginning counting skills.

Activity Nine

The days of the week can be learned by memorizing the rhyme "Solomon Grundy."

Activity Ten

Discussing superstitions, good luck, and bad luck on Halloween can be enhanced by reading "Pins."

Personal Observation

As the children become more familiar with the patterns of rhymes, they can begin writing their own rhymes. Help them with rhyming words, suggest that they compose rhymes about anything that tickles their fancy, and tell them that *they* are Mother Gooses.

Comprehension

Five Activities for Vocabulary Enhancement

Brief Description

Five activities that can be used to increase the vocabulary of primary students. These activities can be used in large or small groups; they are suitable for all primary-age children. Words for the activities can be taken from reading and content-area materials.

Source

ED 266 430

"Readmore's Reading Recipes: The Ingredients to a Successful Concoction of Classroom Reading Activities." Indiana State Department of Public Instruction, 1986.

Objective

To provide a variety of activities that increase vocabulary learning.

Procedures

Activity One

Prepare a new-vocabulary bulletin board. Each day, add a word with its definition to the bulletin board. The word should be a big word that is probably not in your students' speaking vocabulary. French loan words like "trepidation," "dubious," and "pugnacious" lend themselves to this activity, but so do old short native English words, like "jowl," "knave," and "aback."

Discuss the word and its meaning with your students, and have several of them use the word in a sentence. Encourage them to use the word throughout the day.

Activity Two

Choose about 30 sight words from your current reading materials. Write each word on a separate 3" x 5" card. Write the word STOP on 6 cards in red, and GO on 3 cards in green.

Shuffle all of the cards, and place them face down in front of the players. Taking turns, each player picks a card and reads the word. If the word is correctly identified, the player keeps the card and draws another. The player continues drawing cards until either a word is incorrectly identified or until a STOP card is drawn. A GO card is kept by a player (who may continue playing and draws another card) and used to cancel the next STOP card that is drawn. Play continues until no cards remain. The player with the most cards wins.

Personal Observation

These activities work best when the vocabulary words are chosen from materials that the children are currently reading or are about to read. Also have the students identify the words used in the activities as they encounter them in their texts.

Activity Three

Make a list of categories, such as "trees," "dogs," "fish," etc. Write each category on a separate 3" x 5" card. Select a card, read the category, and ask the students to name things that fit into the category.

This activity can be made into a game by establishing a time limit and a goal number of correct responses for each student or team to attain.

Activity Four

Select a list of new vocabulary words from a text that your students are about to read. Put the words on 3" x 5" cards, one word per card.

Give each student one or more word cards. Ask each student to take turns reading the word on their card, and to make a sentence using the word. Provide help, if necessary. Write each sentence on the chalkboard.

When all of the cards have been used, review the words and the sentences with the students.

Activity Five

Make a list of vocabulary words. Draw 6-10 circles on a bulletin board or a large piece of poster board. Put a vocabulary word inside each circle. (By using words on cards and removable poster gum, the board can be reused with different words.)

Choose one student to be the "caller" and one or more students to be the "pointers." The caller reads one of the words aloud, and the pointers each try to be the first one to point to the correct circle.

Activity Six

Using the same circles of Activity Five and words on cards, assemble a collection of pictures that illustrate words, e.g., a picture of a car and the word "car," a picture of a horse and the word "horse." Instead of a "caller" (who addresses the ear), appoint a "show-er" (who appeals to the eye) to hold up the pictures so that the pointers can point to the correct word in the circle. You may notice that some students do better at hearing words whereas others do better at seeing words.

Comprehension

Word Splash

Brief Description

A game for groups of 3-to-5 children to encourage cooperative learning while focusing on vocabulary development and story writing.

Source

Gauthier, Lane Roy. "Word Splash," *The Reading Teacher*, 44, 2, p. 184.

Objective

To use context and a game format to develop students' reading vocabulary.

Procedures

Prepare a set of from 25-to-50 word cards, one word to a card, for each group playing the game, and have a supply of blank cards.

Activity One

Word Cards

Organize the students into groups of 3-to-5. Give each group a set of word cards. One player per group shuffles the cards and throws them, carefully, into the air. Another team member arranges the cards that landed face-up in a line on the floor, a table, or anywhere that they can be seen by the group. Another team member gathers the cards that landed face-down and puts them aside.

The students in each group cooperatively order the face-up cards to make a story. Additional words that are needed to complete the story can be written on the blank cards.

When each group completes their story, they can tell it to the others and write it on paper for classroom publication.

As the story-writing abilities of your children increase, the game can be changed to promote more cooperation and creativity.

Activity Two

Topic Cards

Play the same game with your students but with topics as the focus.

Personal Observation

This game can be adapted for use with children in remedial or compensatory education programs.

Make a set of story topics cards for each group. Like the word-card game, the cards are tossed into the air. The cards that land face-up are kept, and the face-down cards are discarded. Continue tossing the cards and saving the face-up cards until only one card remains. This card becomes the topic of the story.

Activity Three

Picture Cards

Play the same game with your students using pictures as a means to writing. Make a set of picture cards for each group by cutting out pictures at random from magazines and pasting them to cards. Toss and discard until three face-up cards are saved. These pictures become the basis for a story.

Comments/Notes:

The Dictionary Game

Brief Description

A vocabulary game that can be used to develop dictionary and reading skills. Suitable for small or large groups.

Source

Koeze, Scott. "The Dictionary Game," *The Reading Teacher, 43*, 8, p. 613.

Objective

To develop dictionary skills and to increase students' use of the dictionary.

Procedures

Find a dictionary appropriate for the reading level of your students. Use two or three different dictionaries to introduce students to varying definitions of the same word.

This game can be used with small groups or with the entire class. The version for the entire class is presented in the FOLLOW-UP section.

Begin the game for a small group by handing out as many dictionaries as are available.

Give one of the dictionaries to the student who is "it" first, and say:

- "Think of a word familiar to us all, and tell us what word you have thought of."

The student announces the word to the group.

Moving around the group, each member takes turn predicting a word likely to be included in the dictionary definition of the announced word. The student who announced the word is the last to predict a likely definitional word. (Prepositions and article adjectives are ruled out of bounds, and no one may repeat someone else's prediction.)

The student who announced the word now reads the dictionary definition, followed by anyone else with a dictionary reading the definition in their dictionary.

Everyone who correctly predicted a word included in any dictionary definition, scores a point. All forms of a predicted word are considered correct.

Personal Observation

Older students enjoy the game as much as younger ones. Adapt the game for students with reading difficulties by preparing a word list for them.

Pass the dictionaries to the person next in line, and the game continues. When everyone has had a turn at announcing the word, the game ends. The person with the most points wins the honor of starting the game next time.

Example

> The word "dinosaur" is announced by a student. The next student predicts that "reptile" will be included in the dictionary definition. The next player predicts "extinct"; the next, "animal"; and the player who chooses the original word predicts "brontosaurus."
>
> The student who announced "dinosaur" now reads the dictionary definition, which includes "reptile" and "extinct." The players who correctly predicted "reptile" and "extinct" each get a point. If a player had predicted "extinction," it would be considered correct because it is a form of "extinct."

Follow-Up

The game can be adapted for use with an entire class by altering a few of the procedures.

Instead of each student predicting a definition word, each student can write a prediction on a piece of paper. This procedure allows for more than one student's using the same word.

The definition is read by the student who announced the word, and each player with a correct word written on the paper gets a point.

A team approach can also be used. The students can form teams; each team has the opportunity to announce the word; each team predicts a single definitional word. Having to announce only one word and agree on one prediction per group, promotes cooperation and collaboration within the group.

Comments/Notes:

Comprehension

Putting Vocabulary in Context

Brief Description

A three-session plan for improving the word-recognition skills of young students.

Source

DeSerres, Barbara. "Putting Vocabulary in Context," *The Reading Teacher*, 43, 8, pp. 612-613.

Objective

To improve the word-recognition abilities of young students.

Procedures

Make a short list of the new vocabulary words that the students will need to learn for the next reading lesson. Prepare a one- or two-paragraph short story using as many of the new words as possible. Make the short story into a cloze story by substituting a blank space for each new vocabulary word. Make a copy of the cloze story for each student. Print each new vocabulary word on a 3" x 5" card. Make a set of vocabulary word cards for each student.

Session One

Introduce the new vocabulary to the students by writing each word on the board, or on chart paper, and by using each word in a sentence.

Give each student a set of new-word cards. Have them write a sentence using the new word on the back of each word card. Provide help as needed. Have the students read their sentences to each other.

Session Two

Write the cloze story on the chalkboard or on chart paper.

- Remember the new vocabulary words we studied yesterday? I wrote a story using those words. Let's read the story together.

Read the cloze story with the students saying "blank" at the blanks. Reread the cloze story allowing the students to volunteer words for the blanks with their word cards. Accept wrong answers, too; they will be corrected later.

Personal Observation

Keep the cloze stories you write. They can be used with other groups of students. It is easier to revise an old story than to begin a new story.

- Now, let's read the story again, and see if the words we used make sense.

Reread the cloze story with the students. When a phrase or sentence contains an unexpected word, have the students find a word that makes sense. Read the story again when all of the words are correctly placed.

Session Three

Give each student a copy of the cloze story (with blanks). Review the story. Have the students write in the missing vocabulary words as you read. The word cards can be used for spelling assistance. Read the story one more time after all of the words are added.

Follow-Up

As the students become familiar with the procedures, the cloze stories can be more complicated. Eventually, the students can write their own cloze stories.

Comments/Notes:

Comprehension

Four Activities for Using Context Clues

Source

ED 266 418

Elliot, Joan B., & McFeeley, Donald C. "Context Clues: Usefulness and Creative Instructional Techniques." Paper presented at the annual meeting of the International Reading Association, 1985, 20pp.

Brief Description

Four activities designed to help young students use context clues to comprehend text.

Objective

To provide direct instruction in the use of context clues to understand text.

Procedures

Find one or two books containing passages that rhyme. There are many picture books available that are written in a rhyming format. Look for books containing traditional songs and chants, jump-rope rhymes, poems, etc. You may choose from this short list:

Bonnie, Rose. *I Know an Old Lady*. New York: Scholastic Books, 1961.

Emberley, Ed. *One Wide River to Cross*. Englewood Cliffs: Prentice-Hall, 1967.

Keats, Ezra J. *Over in the Meadow*. New York: Scholastic Books, 1970.

MacCombie, Turi. *Hush, Little Baby*. New York: Bantam Books, 1989.

Martin, Bill. *Brown Bear, Brown Bear*. New York: Holt, Rinehart, Winston.

Patrick, Gloria. *A Bug in a Jug*. New York: Scholastic Books, 1973.

Prelutsky, Jack. *Tyrannosaurus Was a Beast*. New York: Scholastic Books, 1988.

Sendak, Maurice. *Chicken Soup with Rice*. New York: Scholastic Books, 1962.

Sendak, Maurice. *Pierre*. New York: Scholastic Books, 1962.

Personal Observation

Having your students verbalize the processes they used to identify the missing words, develops their awareness of the skills they have, and helps other students understand the uses for the skill.

Activity One

Read an entire book to your students to give them an idea of the rhymes that are included.

- You are going to learn how to use words in a sentence to figure out words that are missing from the same sentence. After you learn to guess missing words, you will be able to figure out hard words and new words in other books and stories.

Read the book again. This time, omit words or phrases that can be guessed by the students using the rhyming patterns in the text.

Read the book, again, if necessary, so that the students become able to fill in the omitted words easily. Discuss the clues that the students used to figure out the omitted words. Point out that this strategy can be used whenever a reader encounters an unknown word while reading.

For the next two or three days, read other rhyming books to the students, following the same procedure. Again, discuss the clues they used to discover the omitted words. If the books have pictures, reinforce the previous lessons on picture clues by discussing the use of pictures to figure out the missing words.

Activity Two

Give each student a piece of drawing paper. Ask the students to fold the paper twice—once from top to bottom and once from side to side. When the paper is unfolded, the creases should form 4 boxes. Have the students number the boxes from 1 to 4 on the front side of the paper and from 5 to 8 on the back.

1	2
3	4

5	6
7	8

- You are going to use the clues given in a story to identify the main character. Thinking about the clues in a story will help you understand a book or a story that you are reading.
- Listen to the story, and make eight drawings from what you hear in the story.

Read the following story aloud, stopping at each pause to give the students time to draw. When the story is finished and the students have completed their drawings, begin a discussion of the clues given in the story that indicate that Mark Edward is a fish.

MARK EDWARD

Hello! My name is Mark Edward.

You have never met me, so I'm going to tell you about myself.

I am not very big, but I'm very active. I have a father and a mother. I have many hundreds of sisters, brothers, cousins, aunts, and uncles.

Are you wondering what I look like? Use your imagination! Draw a picture of me in the first box. (PAUSE)

After you have heard more of the story, you may change your mind about the way I look.

I have a home. It is a most intriguing home. It is very cool and comfortable. My large family and I have plenty of what *you* might call "elbow room." We have plenty of room, but *we* wouldn't call it *elbow* room.

Do you know what my home looks like? Keep thinking!

Some day, you, your mother, father, sisters, brothers, cousins, aunts, and uncles may come to visit me. There will be plenty of room for all of you. Why not bring the neighbors? Bring all of your school friends, too.

I have heard that some day you and your friends may decide to live in my home. We will not be crowded, but be sure to bring your own oxygen.

Now, do you know where I live? Be careful! Think about what you have heard! In the second box, draw a picture of my home. (PAUSE)

Did you make your best guess?

I like to play games. Tag is one of my favorite games. My favorite sport is swimming. It seems to me I've been swimming all my life.

In the third box, draw a picture of the way you think I look. (PAUSE)

I am sometimes in a school with my brothers and sisters and cousins. My school is quite different from yours. Most of the time we just swim and play tag. Would you like to be in a school like mine?

In the fourth box, draw a picture of my school. (PAUSE)

Do you know me now? Keep thinking.

Some plants are very important to me. In fact, I happen to know that you use one of the same plants that I use. You eat it in ice cream. Do you know the name of the plant? In box five, draw a picture of it. (PAUSE)

I'll tell you the name of the food. Its name is "kelp," k-e-l-p. Kelp is a plant. It helps to make ice cream so-o-o smooth. Kelp grows at the bottom of the sea where I live. Have you changed your mind about the way I look? Draw my picture in the sixth box. (PAUSE)

Did you draw a picture of a fish? That's right. My name is Mark Edward, and I'm a fish. Did you know that a "school" of fish is a group of fish?

In the last two boxes, draw a picture of me swimming and playing tag in my school.

Activity Three

Make up several sets of sentences like the set below. If possible, use the same root word for each set of sentences. Replace the target word in each sentence with the same nonsense word, using affixes added to the nonsense word to provide syntactic clues.

Example

Mary is a fast dinger. (runner)

Hurry and ding to your house. (run)

Joe is dinging in the race. (running)

Mother's car would not ding this morning. (run)

- You can find the missing words in these sentences by first reading all of the sentences and then by using the clues given by the other words in the sentences. Learning this skill helps you to identify unknown words when you read other stories and books.

Use this set of sentences to model the process of identifying the missing words. Think aloud as you model the process of guessing the right word. Use another group of sentences with the students for guided practice. The guided practice can be done orally or in writing.

After independent practice, have the students develop sets of sentences of their own using a nonsensical root word. This can be an oral activity with you writing the sentences on the board or chart paper, or it can be a written exercise. The students can use one another's nonsense words to guess at the missing words in their sentences.

Activity Four

With your class, develop a language experience story. Write the story on the board or on chart paper. Read the story with the students several times to familiarize them with the content.

- I am going to take out a few words from our story, and you are going to help me put the words back into the story.

Erase or cover key words in the story.

Remind the students that learning this skill will help them identify unknown words. Have several students think aloud as they identify the missing words.

Erase or cover the same words. This time have the students find a synonym to replace each word.

Choose a story from the basal reader or from a favorite class book for a follow-up activity. Cover some of the key words in the story. Follow the same procedure that you did in the fourth activity, and have the students identify the missing words.

Comments/Notes:

Five Activities to Improve Comprehension

Source

ED 266 430

"Readmore's Reading Recipes: The Ingredients to a Successful Concoction of Classroom Reading Activities." Indiana State Department of Public Instruction, 1986.

Brief Description

Five activities that can be used to increase reading comprehension for primary-age students. These activities can be used with whole-class or small-group instruction.

Objective

To provide practice in strategies that will increase reading comprehension.

Procedures

Activity One

Can you follow instructions?

Prepare three sets of instruction cards. Each of the sets should be written for a particular level. Put 1-to-3 tasks on each card. Here are some examples:

Level 1

1. Count to 10 by 2s.
2. Say the days of the week.
3. Shake hands with someone in your group.

Level 2

1. Write the word "lady" on the board.
2. Change the word "lady" to make it plural.
3. Give a synonym for the word "happy."

Level 3

1. Write the plural of the word "dish" on the board.
2. Say the twelve months of the year.
3. Write the number one thousand five hundred and twelve on the board.

This activity works well with a small group. The players in turn draw one card from the ability-level set chosen by you. The player silently reads the card and performs the task(s). A time limit can be set. The card is placed on the table or floor so the rest of the group can read it while the player performs the task. Points are awarded for completed tasks.

Personal Observation

These activities require some teacher preparation, but the materials can be reused.

Activity Two

Bellringer

Prepare a set of cards, each containing a question about a story or selection. Make enough cards so that each member of two teams gets a turn. This activity can be used after the students have read a story or an expository selection.

You be the scorekeeper. Divide the students into two teams. Give each team a bell or some other noise-making device. A player from each team takes the bell, and then stands in front of the class. The next player on each team takes a question card; then they each take a turn reading their question to their team mate holding the bell. The team mate holding the bell answers the question, but if the answer is incorrect and the player on the opposite team rings the bell, he or she gets a chance to answer the question.

Points are awarded for correct answers. The next two players take the bells and move to the front of the room, and the two next players take question cards. Play continues until each team member has had a turn reading a question and holding the bell.

Activity Three

Sentence in an Envelope

Prepare a set of envelopes containing word and punctuation cards. The word cards in each envelope will make a complete sentence if placed in proper order. This activity works well with a small group.

Example

The boy ran home.

Give each student in the group an envelope. The students open their envelopes and arrange the cards into a sentence. When the sentences have been read, the cards are returned to the envelopes, the students trade envelopes, and they again arrange the cards into sentences.

Activity Four

Person in Mind

Write some statements on the board that describe one of the students in the class or in the group.

Example

I see a girl with blonde hair.

Her eyes are blue and her dress is red.

The dress has yellow flowers on it.

The students ask questions to try to identify the person in mind.

Alternative

Have a student write clue statements on the board and have the other students take turns going to the board, and writing their questions until someone writes the name of the person in mind.

Activity Five

As an alternative to the usual presentation of a basal-reader play, have one group of students read the parts of the play while another group pantomimes what is being read.

Comments/Notes:

Shadow Puppets

Brief Description

A procedure for retelling stories on an overhead projector by using shadow puppets. With modifications, the procedure can be used with younger or older students.

Source

Larson, Janice. "Shadow Puppets," *The Reading Teacher*, 44, 2, p. 184.

Objective

To increase comprehension of stories by using manipulatives.

Procedures

Make sure that the overhead projector is working. Find a short, children's book, preferably a folktale like "The Three Little Pigs," "The Three Bears," "Cinderella," or "The Three Billy Goats Gruff." Draw figures of the main characters on paper. Make them small enough to fit on the overhead projector.

Day One

Read the story to your students. Have them echo the parts with repeated patterns as you read (such as, "I'll huff, and I'll puff, and I'll *blow* your house down!" from the "Three Little Pigs").

Day Two

Give each student a sheet of paper with the main characters drawn on them. Have them color and cut out the characters as the story is reviewed and discussed. When the characters are finished, have the students repeat the patterns from the story as they "act out" that part of the story with their shadow puppets.

Have some students take turns retelling the story as the other students manipulate their shadow puppets on their desks.

Day Three

Demonstrate a retelling of the story on an overhead projector using shadow puppets. Have the students volunteer to act out a section of the story with their shadow puppets.

Follow-Up

As the students develop skill in retelling stories, more elaborate characters can be made, and settings can be added to the shadow

Personal Observation

Retelling is an accurate means of reading assessment. Instead of asking comprehension questions after a story, ask the student to retell the story. The amount of information recalled is evidence of the extent of comprehension experienced.

puppet plays. Students can also work in pairs, with one student retelling the stories, and the other student manipulating the shadow puppets.

Shadow puppets can also be used to act out students' own original stories.

Older students can retell longer stories, and they can design more elaborate settings.

Comments/Notes:

Narrative Text

Narrative Text

Using Response Logs

Source

Sudduth, Pat. "Introducing Response Logs to Poor Readers," *The Reading Teacher*, 42, 6, p. 452.

Brief Description

Students needing remedial reading are taught to use response logs to increase their comprehension of text.

Objective

To increase students' comprehension of text by having them write responses to what they have read.

Procedures

Choose a short book or a story, preferably one that will hold your students' attention. Find enough copies so that each member of the group or class has the same book.

Make a response log for each student, or have the materials prepared so that students may make their own logs. A simple response log can be made from lined notebook paper with a folded construction-paper cover.

- We are going to learn how to write responses to what we have read. First we are going to read a story together, then I will show you how to write your response. Thinking about what you are reading, and writing good responses, will help you become a better reader.

Read the story to the class, or have the class participate in reading it orally. Stop during the reading, and model for your students using your own prior knowledge to understand parts of the text.

After reading, write one or two open-ended sentences on the board. For example:

I was surprised when _____.

Because _____ and _____ happened, I predict that _____ will happen next.

This story reminds me of the time that I _____.

Ask the students for responses to one of the questions. Write their responses on the board. Have them copy the sentence and the responses into their logs. Continue this process of discussion and

writing through a number of sentences. When the students become familiar with the process, help them generate a list of open-ended questions that they can use in their response logs.

- Be sure to write your questions at the beginning of your response log. As you read, you can look at the questions, and think about how you want to answer them in your log.

Comments/Notes:

Personal Observation

When you include a regular time for reading and writing responses in your daily classroom routine, you help promote independent reading and writing. When you allow time for sharing responses among the class or in groups, you promote editing, thinking about reading, and comprehension.

Narrative Text

Beyond SSR

Source

Hobbs, Marcee. "Enhancing SSR," *The Reading Teacher, 42, 7,* pp. 548-549.

Personal Observation

You can further enhance your students' ability to monitor their reading processes by proposing a question for the students to think about before and during silent reading. After reading, they can discuss the question and what they discovered.

Brief Description

Sustained Silent Reading (SSR) is enhanced by using questions that direct students' thinking toward the processes involved in reading.

Objective

To enhance independent reading by directing students to reflect on, and monitor, the processes they use while reading.

Procedures

After each silent-reading period, propose a few questions for post-reading discussion. Have a small group or class discussion using the questions you have chosen.

Possible Questions

- Did you have a good reading period today?
- What did you do that made it good/not good?
- Did you read well? Did you get a lot done? Or, did it go slowly?
- Did you read better or worse today than yesterday?
- Were you able to concentrate today on your silent reading?
- What made it easier (or harder) to concentrate today?
- Did the ideas in the book hold your attention?
- Did you want to read faster to find out what happens?

Have several students respond to each question. Be sure that they describe their responses in detail. This will help the others use the same strategy.

It might be wise to keep the beginning discussions short, and to ask only one or two questions. As the students gain skill in recognizing and monitoring their reading processes, the discussions will focus on strategies that they can use during silent reading.

Narrative Text

Mapping Stories and Poems

Brief Description

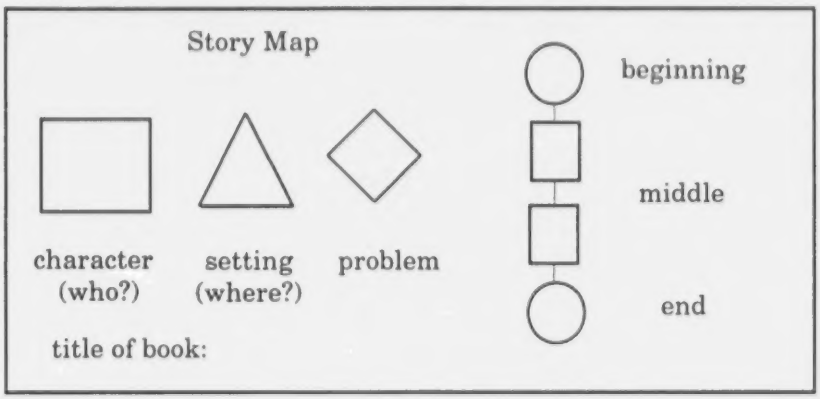
Story and poetry maps are used to increase young students' understanding of stories and poems by providing a pictorial representation of the elements of story and poetry structure.

Source

Munson, Jennie L. "Story and Poetry Maps," *The Reading Teacher*, 42, 9, pp. 736-737.

Procedures

Acquire a sheet of bulletin-board paper or butcher paper about six feet long. You will also need a supply of construction paper, crayons, and markers or colored pencils. Draw the elements of a story map on the bulletin-board paper as follows:



Find a "mappable" story, that is, a story with an easily recognized problem or goal, few characters, and an easily followed sequence of events. Folktales are usually mappable.

Place the story map on the floor. Have the students sit in a semicircle with the map in front of them.

- We are going to listen to a story. After hearing the story, we are going to fill in the story map.

Discuss the parts of the map with the students, then read the story to them. Discuss the parts of the story, and where the parts fit on the story map.

- Who are the main characters in the story?
- Where does most of the story take place?

Personal Observation

As young students increase their awareness of the structure of stories, their comprehension of the stories increases. The story map provides an interesting and fun way to increase a young reader's knowledge of story structure.

- What is the problem in the story?
- What happens at the beginning of the story?
- In the middle?
- At the end?

After the discussion, divide your students into small groups. Each group is responsible for drawing one part of the map. The groups make their drawings on construction paper, then glue the drawings on the map.

More than one group can illustrate the same part of the map. Also, additional parts can be added to the maps, such as illustrating the events in the story.

When the maps are finished, have the groups explain their illustrations. Details can be written on each section of the map to enhance the illustrations. The completed maps can be displayed in a hallway or in the classroom.

A similar activity can be done with poetry. The groups can illustrate a line or two from a poem and glue pictures under the poetry line(s) on the bulletin-board paper.

Narrative Text

Story Mapping with Primary Students

Brief Description

An introduction to story mapping for primary students using a picture/drawing map.

Objective

To increase students' reading comprehension by providing instruction in story structure.

Procedures

Find a story that is "mappable." A mappable story follows a basic structure with elements like those listed on the story map. Folktales in general are easy to map. Make a map of the story you are going to use to guide your modeling of the process, and to be sure that the story is mappable.

To provide background knowledge for the students, begin a discussion of maps.

- What is a map?

Briefly discuss road maps, state maps, world maps, and weather maps on TV. Take some examples to class.

- What do maps show us?

Focus on the concept that maps show us how to get from one place to another.

- We can also make a "map" of a story. We can draw pictures to show how to get from the beginning of the story to the end of the story. Knowing how to map a story will help you understand the story. Let's try mapping this story.

Read aloud a short, mappable story. Give each student a blank map. Model the process on the chalkboard or overhead projector.

- Write the title of the story in the space under "Story Map."

Model writing the title in the space.

- Who are the main characters in this story?

If anyone does not understand the word "characters," explain it.

Source

Kätz, Kim D., & Kätz, Claudia A. "Story Mapping Folktales with Primary Students," *Literacy in the 90's: Reading in the Language Arts*, Nancy Lee Cecil, Editor.

Personal Observation

Knowledge of the structure of stories goes hand-in-hand with story comprehension. If you increase one, you increase the other.

- Draw the characters in the box under "Characters."

Model drawing the first character in the character box.

- Events are the things that happen in the story. What is the first important thing that happened in the story?

Help the students decide which event was the "first important event."

- Draw a picture of that event in the "Events of the Story" box.

Model drawing the first event. Be sure to start at the upper left corner of the events box, and keep the drawings small.

- What happened next? Draw this event to the right of the first event.

Model drawing the next event. Emphasize the left-to-right sequence. Continue in this manner until all important events have been drawn.

- What is the story about?
- What is the point of the story?
- What is the main idea of the story?

If the students are not familiar with the concept of "main idea," discuss "main idea" and how the main idea is found in a story. When the students decide on a main idea for the story, model writing the main idea on the lines under "Main Idea."

With the map completed, demonstrate how the story map can be used to retell the story. Then, review the elements of the story (title, characters, events, main idea) using the map.

Collect the completed maps and save them for the next day.

Follow-Up

Next day, return their maps to the students and review the process of story mapping with them while reviewing the story from the map.

Ask one or two students to retell the story using the map. If necessary, guide your students through another story map until they are able to map a story independently. Find another mappable story, and read it aloud to your students. Have them map the story independently. Monitor their progress, and review where needed.

As the writing skills of your students develop, they can add words and phrases to their pictures on the story map.

Story Map

Characters

Events of the Story

Main Idea

Expository Text

Expository Text

Cause-and-Effect Relationships

Brief Description

Students' knowledge of cause-effect relationships can be increased by using a chart that focuses first on the effect.

Source

Conrad, Lori. "Charting Effect and Cause in Informational Texts," *The Reading Teacher*, 42, 6, pp. 451-452.

Objective

To increase students' knowledge of cause-effect relationships.

Procedures

Find four informational (expository) students' books, or four selections from an informational text. Look for selections with clearly written cause-effect relationships. Prepare a large effect-cause chart on chart paper, or write the chart on the board.

Charting Effect and Cause

Effect	Cause
1.	1.
2.	2.
3.	3.

Working with one of the informational selections, prepare a second chart with the effect side completed:

Effect	Cause
1. Most trees lose their leaves in the leaves in the winter	1.
2. Trees have hard buds on their stems where the leaves once were	2.

(from *Plants in Winter* by Joanna Cole. Thomas Crowell, 1973.)

Using one of the remaining selections, prepare a third chart with the cause side completed:

Effect	Cause
1.	1. because they (the flies) spend the winter in places that offer protection from the cold.
2.	2. because the mother grasshopper lays them (eggs) in deep holes in the soft earth.

(from *Where Do They Go? Insects in Winter* by Millicent E. Selsam. Scholastic, 1981.)

Show the students the blank chart.

- We are going to learn about cause and effect. Knowing about cause and effect will help you understand books with science and social studies topics. Look at this chart. Who can tell me what the word "effect" means? What does "cause" mean?

Discuss cause and effect with the students. Help them think of several effect-cause relationships. Be sure to focus on the effect first; putting effect first helps make the cause-effect relationship clearer to young minds more familiar with effects than they are with causes. The following steps can be taken on separate days, or all at once, depending on the amount of available time and the receptivity of the students.

Read aloud one of the informational selections for which you did *not* make a chart. Model the process of filling in the blank chart. Think aloud as you proceed. List only two or three effects and causes; have the students help you complete the chart.

Effect	Cause
1. Some birds fly south when winter comes	1. because they can find more food.
2. Bats stay in their caves during the winter	2. because it is warmer in the cave—there is no wind or snow inside.

(from *Animals in Winter* by Henrietta Bancroft and Richard Van Gelder. Thomas Crowell, 1963.)

Read the informational selection aloud. Complete the chart with the class. Invite your students to decide the cause(s) for each effect.

Read aloud the informational selection for which you prepared the chart. Complete the chart with the class. Invite your students to decide the effect(s) for each cause.

At this point, the students fill in the charts independently, or the process can be repeated if a thorough understanding of the procedure has not been grasped.

Provide more guided practice, if needed; then provide independent practice.

Note-Taking for Expository Text

Brief Description

A fact chart can be used by older primary students as a guide for taking notes from expository readings.

Source

Hoppes, Ginny. "Spinning a Prereading Lesson," *The Reading Teacher*, 42, 6, p. 450.

Objective

To help older primary students develop note-taking skills.

Background

A fact sheet is used to take brief notes from several sources. The object is to note only a few words in each area, not to copy sentences from the sources. A 3" x 5" card is used to limit the amount of available writing space.

As the students find information that fits into a category, they write a few descriptive words under that category. The "Other" category is used for interesting or important information that does not fit into one of the specified categories.

The categories can be changed to fit the topic being researched. Prepare the chart to accommodate without cramping as many sources as are used.

Fact chart: Silkworm

	Food	Looks	Habitat	Habits	Other
Source 1	mulberry leaves	creamy smooth	no longer wild		China
Source 2	mulberry leaves	horn on tail, 3 1/2"	incubates in boxes	spins long thread	
Source 3					

Procedures

Select an expository text from a basal reader, science book, or social studies text. Look for a selection that focuses on one topic, such as an animal or an insect. Choose at least four categories to

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Personal Observation

Young students often find the structure of expository text more difficult than narrative text. The fact chart procedure can increase comprehension as well as the ability to recall information from a reading selection.

list on the fact chart. Prepare a large version of the fact chart on chart paper or on the board.

A whole-class lesson would be appropriate for first use of a fact chart. Explain the procedure.

- I am going to show you how to take notes as you read. We will put our notes on a fact chart. Using the fact chart will help you remember what you have read.

Give each student a 3" x 5" fact chart with the topic and categories already listed. Display the large fact chart where the class can see it. Model the process of reading and picking out the important information. Your students can assist by reading aloud and by helping to decide the information to put in each category. Have the students fill in their charts as you fill in the large chart.

If a school or class library is available, have the students find other sources for the same topic. Continue modeling the process with the new sources.

When the fact chart is complete, write a short class report using the information from the chart. Let the students dictate the report to you, and write it on the chalkboard or overhead projector. Repeat the procedure until the students are able to use the fact chart independently.

Comments/Notes:

Expository Text

THINK-WINK-DECIDE

Brief Description

A lesson to acquaint second- and third-grade students with the use of a graphic organizer.

Source

Barbour, Susann K. "Think-Wink-Decide," *The Reading Teacher*, 42, 9, pp. 741-743.

Objective

To help young students learn to use a graphic organizer to increase their comprehension of expository text.

Background

The THINK-WINK-Decide organizer is divided into three parts: THINK (THings I Now Know), WINK (What I Need to Know), and Decide. In the THINK column, the students list prior knowledge about the subject of the reading selection. Completing this column can be a whole-class assessment of the students' collective prior knowledge.

In the WINK column, the students write questions about what they would like to learn from reading the text.

The selection is read before completing the Decide column. This column is used to write answers to the questions written in the WINK column. The Decide column can also be used to clarify incorrect information in the WINK column.

THINK-WINK-Decide

Subject_____

THINK THings I Now Know	WINK What I Need to Know	Decide Accurate? Purpose fulfilled? More research needed?

Personal Observation

After the students have had adequate guided practice in using the graphic organizer, they can begin to use the procedure to gather information for report writing or as an alternative form of report writing.

Procedures

Make a selection of an expository text from the classroom materials used by your students. The reading could be taken from a science or a social studies textbook, or from a basal reader. This organizer can be used on the board with the entire class, or it can be used by the students independently.

- You are going to learn a strategy called "THINK-WINK-Decide." You can use this strategy with reading selections that are *not* stories. These kinds of writing are about factual information, and they are found in science and social studies books, newspapers, and some magazines. If you use THINK-WINK-Decide when you read informational selections, you will become a better informed reader.

Give each student a blank copy of the organizer. Show them the title and pictures, if any, from the selection to be read. Direct them to the information from the title, the pictures, and from their prior knowledge of the subject. Have them make a list of what they know about the subject in the THINK column. Model the procedure, thinking aloud as you formulate and write your list. This can be done as a whole group, or each student can generate a list.

Review their list(s) with your students. Now, direct their thinking to what they do *not* know about the subject but would like to learn. Help them to formulate questions, and direct them and write them in the WINK column. Model the process. As before, this can be done as a whole group or individually.

At this point, have your students share with the rest of the class what they have written in the first two columns. You can list the items on the board or on chart paper. This whole-class procedure tends to add more background knowledge of the subject for the class, as well as raise new questions to be answered while reading.

Have your students read the selection. Instruct them to check as they read to see whether or not their information in the THINK column agrees with the reading. Direct them to look for answers to the questions in the WINK column. As before, model this process before your students.

After reading, the students can use the Decide column to measure the agreement of their prior knowledge with what they have read in the text, and to answer the questions they asked.

Remind your students to use this strategy whenever they have expository texts to read.

Expository Text

Semantic Mapping

Brief Description

Semantic mapping and concept definition are used to help older primary students brainstorm and organize information for reading and writing.

Source

ED 294 175
Raphael, Taffy, & Englert, Carol. "Integrating Writing and Reading Instruction." Occasional Paper No. 118.

Objective

To increase students' ability to organize information as an aid to reading comprehension and to writing.

Background

Semantic mapping can be used as a pre-reading activity, a post-reading activity, and a pre-writing activity. At each stage, semantic mapping is a way of graphically organizing information and vocabulary from expository texts. Concept definition provides the link between reading the text and writing about it.

Procedures

Before reading an expository selection, have a pre-reading discussion on the topic of the text. For example, the students are about to read a selection about dogs.

Semantic Mapping

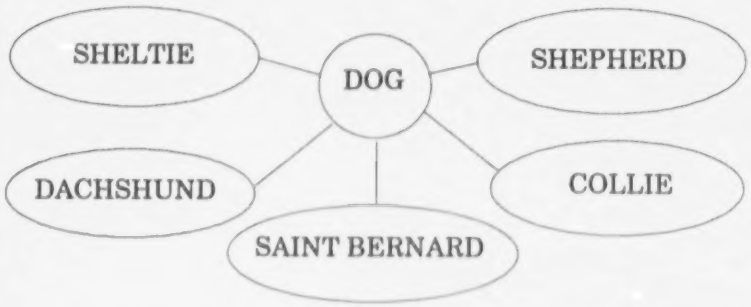
- We are going to read about dogs. Before we read, we are going to find out how much we already know about dogs. Let's see how many kinds of dogs we can name.

Write the word "dog" on the board and enclose it in a circle.

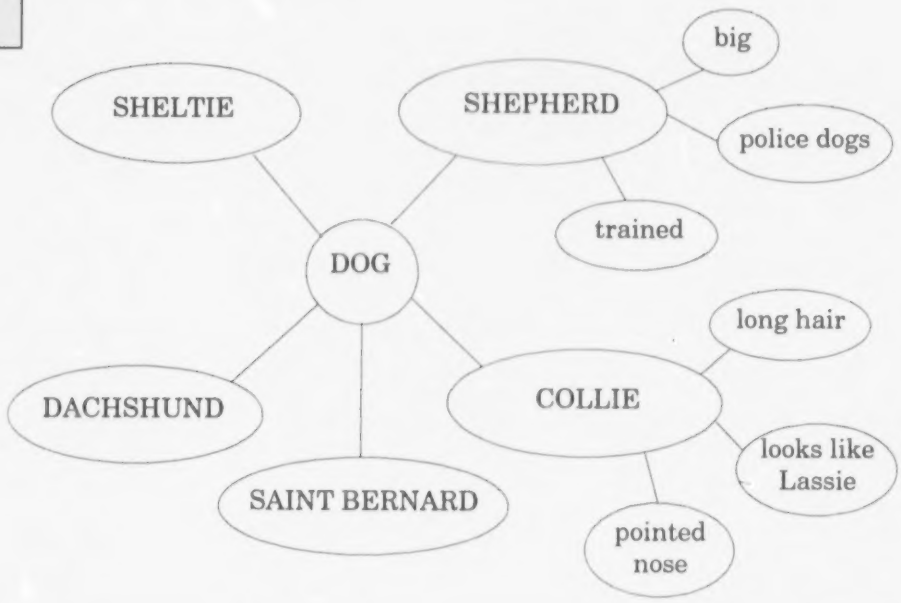
Personal Observation

As their experiences with organizing information and with writing increase, your students begin developing their own semantic maps and generating more questions to enhance their writing further.

As the students give names of kinds of dogs, write them in circles around "DOG."



After several kinds of dogs have been named, ask your students for characteristics of each breed. List the characteristics around the circled breed of dog.



Continue in this manner until something has been said about each dog. Leave the semantic map on the board as the students read the selection.

After reading, have the students check the map to see whether the information is correct according to what they have read, and whether there is more information to add. Correct any inaccuracies in the pre-reading information.

Concept Definition

Now that the students have organized and discussed the information on dogs, they are ready to think about questions that can be used to guide their writing. This part of the instruction is called "concept definition."

To get them started, have them use the information on the semantic map to answer these questions: What is it? What is it like? What are some examples? Model the process by writing a short, descriptive paragraph in answer to the questions.

Comments/Notes:

Expository Text

Stand-Up Semantic Mapping

Source

Jarrait, R. J. "Stand-up Semantic Mapping for Young Learners in the Content Areas" Unpublished presentation. Southeast Regional International Reading Association Conference, Louisville, Kentucky. 1990.

Brief Description

A procedure for involving young students actively in the process of understanding the structure of expository text.

Objective

To increase comprehension of expository text by presenting a visual/kinesthetic representation of the text structure.

Procedures

Find an expository selection appropriate for your grade level and subject matter. The selection can come from a reading text, a science text, a social studies text, or any readable non-fiction book. A selection divided into sections by bold headings is well suited to this procedure.

This procedure can be used as a pre-reading lesson, to assess and activate prior knowledge, and as a post-reading lesson to increase comprehension.

Pre-Reading

You will need construction paper, 9" x 12" and 12" x 18", in several colors. The number of colors depends on the number of categories used in your lesson. Write the title of the selection to be read on one sheet of 12" x 18" construction paper. Use a color that you will not be using for the rest of the lesson. (The sizes of the construction paper are intended to distinguish some elements of the semantic map from others. The exact size is not important as long as the students can see what is written on the paper.)

Pick a number of categories from the content of the reading selection. Try to pick categories of which the students are likely to have some prior knowledge. Write each category on a sheet of 12" x 18" construction paper, using a different color for each category.

Attach the title poster to the wall in the front of the room. Select students to come to the front of the room and hold the category posters.

- What do you know about these categories? Can you tell me a word or an idea that will fit under one of these categories?

As the students offer their words and ideas, ask them to identify the category in which the word/idea fits. Give them a piece of 9" x 12" construction paper, the same color as the corresponding category poster. Next, ask them to write their word/idea on the paper, and to stand next to the appropriate category.

Since this is a prior-knowledge lesson, be sure to include erroneous words/ideas given with good intentions but faulty information. These words/ideas can be corrected, perhaps by the students themselves, during the post-reading lesson.

After all of the word/idea poster holders are standing in their appropriate categories, read the title and the category posters to the class. Ask each category holder to give a sentence using the category word(s).

Next, ask each word/idea poster holder to give a sentence using the word/idea on the poster. Also, ask why they are standing near a particular category. Provide help as needed.

Direct the students to return to their seats with the posters. Have them save the posters for the post-reading activity.

Read the selection, orally or silently.

Post-Reading

Call the students with the category posters to the front of the room. Have the students with the word/idea posters also return to the front of the room, next to their corresponding categories.

- Did you find any new words or ideas that we could add to our stand-up map as you read (listened to) the story?
- Under what category does that word/idea fit?

Give a blank 9" x 12" sheet of construction paper to each student with a new, accurate word/idea. Ask them to write their word/idea on the construction paper. (Remember to use the same color as the corresponding category poster.) Have them stand by the correct poster. Some of the students already standing may also have ideas to add.

If the students do not identify the erroneous information given during the pre-reading lesson, point out the error(s), citing correct information from the reading selection.

Personal Observation

As presented in the FOLLOW-UP, the stand-up procedure can be used to generate a report. Since most of the generation of ideas and the writing is completed during the mapping, the students need only sequence the sentences and the subsequent paragraphs to complete the report.

Review the relationships between the categories and the words/ideas. The completed map can be photographed or put on the classroom wall.

Follow-Up

Each student with a word/idea poster can write a sentence containing the word or idea on the back of the poster.

The students with the category posters can write a topic sentence using the category word(s). Some teacher help might be needed here, if the students are not acquainted with the concept.

Put the students in groups according to the categories. The category groups meet, share their sentences, choose a correct order for the sentences, and write a paragraph using the sentences. The paragraphs can be combined into a report with the entire class participating.

Comments/Notes:

The Reading-Writing Connection

A Poem Pattern

Source

Hoekzema, Amy "Naming, Describing, Action! A Surefire Poem Pattern," *The Reading Teacher*, 42, 7, p. 556.

Brief Description

A five-step process for teaching young students to write poems in a modified cinquain form.

Objective

To provide young students with a pattern for writing original poems.

Procedures

Find one or two easy picture books. Books with unusual pictures that might promote discussion will be helpful for the first four steps.

Read the books to the students.

Step One: Brainstorming

Have students look at several of the pictures in the books. Then, brainstorm with your students as to what the pictures look like to them.

- Look at these pictures. What do they look like to you?

Step Two: Naming

Have your students choose a favorite picture from the books. Explain the function of a noun, and that a noun is a naming word.

- Let's see how many naming words we can think of for this picture.

On the board, make a list of the naming words given by the students.

Step Three: Describing

This step is basically the same as Step 2, but the students focus on adjectives, or describing words. Be sure to explain what a describing word is.

- Now, let's see how many naming words you can think of. List the describing words next to the naming words. Put the category name (Naming, Describing, etc.) above the list.

Step Four: Action

As in steps 2 and 3, have the students think of as many words as possible for the picture. This time, focus on verbs or action words.

- This is our last list. How many action words can we think of?

Add the action words to the lists on the board.

Step Five: Writing

The students are now ready to write. Do the writing, with the advice and consent of the students, following the pattern below.

One naming word

Two describing words

Three action words

One naming word

- Can someone tell me a naming word to begin the poem?
- The naming words are on this list.
- Now, we need two describing words. The describing words are on this list.

Continue in this manner, modeling the writing process on the board and directing the students to the appropriate word lists.

Step 5 can be repeated as often as necessary for the students to understand the process.

Finally, have the students write their own poems using the word lists generated in steps 2 through 4.

Follow-Up

The poems can be shared with the class and illustrated for display on the bulletin board.

Personal Observation

When your students become able to write poems independently, this approach can be expanded and applied to other poetic forms.

Reading-Writing Connection

Summarizing: Using Capsulization Guides

Source

Gauthier, Lane. "Using Capsulization Guides," *The Reading Teacher*, 42, 7, pp. 553-554.

Brief Description

A five-step procedure for teaching students to summarize stories by beginning with a capsulization guide.

Objective

To teach older primary students to summarize stories.

Procedures

Step One

Find a story or a brief selection with which your class is unfamiliar. Form a "capsulization guide" for the story. A capsulization guide is a brief summary of the story, with few specifics.

> Example: *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst
>
> "A young boy wakes up with gum in his hair. It was the beginning of a day in which everything went wrong for him, even up until the time he went to bed that night."

Write the capsulization guide on the board.

Step Two

- Let's read these sentences on the board together. These sentences are a capsulization guide for a story. A capsulization guide is a short summary. It is a short description of the main parts of a story.

Have the students write stories that follow the plot given in the capsulization guide. Before they begin, model the process for your students by writing a story on the chalkboard. Invite the students to contribute to the story.

Step Three

Have the students share their stories with the class. This can be done in pairs, in small groups, or with the whole class. Student stories that match the capsulization guide's plot can be chosen by you to be read to the whole class.

Step Four

Read to the class the story you used to form the capsulization guide. Compare the students' stories to the original story. Point out that some stories followed the plot of the original story whereas other stories did not. Remark on the variety of stories, and reinforce those student authors who are daring and inventive. Reflect on how you developed the capsulization guide from the story.

Step Five

Have the students read a short book or selection, and write a capsulization guide for it.

Personal Observation

Your students can share their capsulization guides with one another and with the class. The guides can also be placed on a bookshelf to be read by students who are looking for a story to read.

Comments/Notes:

Five Activities for Whole Language Reading and Writing

Source
ED 304 664
McInerney, John. "Polishing the Whole Act." Paper presented at the Annual Indiana University Fall Language Arts Conference (1988).

Brief Description

Five activities to use with beginning readers to promote reading and writing in a Whole Language environment.

Objective

To provide activities that promote reading and writing for young students.

Procedures

Activity One

This activity is designed to be done on the first day of school. Begin with a discussion of class rules. Have the students suggest the rules. As they make their suggestions, ask them to write their rules on a piece of paper. Accept each rule the way it is proposed. To avoid confusion at the end of the activity, make notes on the board as the students are writing their rules.

After the class negotiates the revision of the rules to everyone's satisfaction, write each rule on a piece of construction paper. Have the students make illustrations for the rules. Turn the illustrated rules into a book, the back cover of which is a blank page entitled: "For Your Comments." Propose that your students take turns taking the rules book home to read with their parents.

Activity Two

This activity makes the revision of stories less complicated for young students.

Cut in half some regular handwriting paper. Distribute these half-sheets on which your students may write the rough drafts of their stories.

If the story is longer than the paper, tape another sheet to the bottom of the previous sheet. As many sheets as necessary can be added.

Parts of the story that do not fit, or are unwanted, can be cut out, and the remaining parts taped together. Also, adding a part to the middle of the story is easily done by cutting the story in the proper place and taping in the new part.

The half-sheets seem to encourage students to write more. A long final story can be rolled like a scroll.

Activity Three

This activity provides audiotaped stories for students' listening activities.

Make a tape recording whenever you read stories to your students. Ask one of them to ring a bell (or use some other noise-making device) as a signal to turn the page. To keep use of the tapes simple, put one story only on each side of a cassette. The taped stories can be used for independent seatwork or for free time.

Activity Four

When a student writes a readable story, have the author "publish" the story on a cassette tape. Suggest the options of adding sound effects and background music to the story. Help your student decide on music that is appropriate. Keep several musical recordings on hand for this purpose. Music without lyrics seems to work best.

Activity Five

Attach a map of the world to the middle of the bulletin board. Leave empty space around the map. Encourage your students to bring newspaper clippings to be shared with the class. Younger students may need their parents to help them. The news stories can be posted around the map with a piece of string or yarn connecting the story to the appropriate location on the map. This activity simultaneously encourages interest in current events and introduces map skills.

Comments/Notes:

Reading-Writing Connection

Using Author's Circles for Group Sharing

Source

Mozena, Patty. "Small Group Sharing," *The Reading Teacher*, 42, 7, p. 555.

Brief Description

An adaptation of the "Author's Circle" procedures described by Carolyn Burke, is used to promote writing and reading. See Jerome Harste, K. M. Pierce, and Trevor Cairney, eds. *The Authoring Cycle: A Viewing Guide* (Heinemann, 1985), pp. 62-64.

Objective

To promote writing and reading by providing young writers with a real audience with which to share their works.

Procedures

Divide your class into small groups of 3-to-5 students, each group to comprise a range of ability levels. Use one or two pieces of your students' writings as a model for the class. Write the "Author's Circle" procedures on the board or on chart paper.

Author's Circle procedures

1. Author reads a piece aloud.
2. Author asks: "What was my piece about?"
3. Author asks: "What did you like best about my piece?"
4. Author asks: "What questions/suggestions do you have?"
5. Someone from the group takes notes on the comments and gives them to the author.
6. Group asks: "What do you intend to do with our questions/suggestions?"

As a whole-class activity, direct your students' attention to the list of procedures.

- I know how much each of you likes to read what you have written to the class. To give you more chances to share your work with others, we are going to form author's circles. In small groups, we will follow the six procedures listed.

Read the list with the students. Model the process by using one of your students' written pieces. Appoint a good writer to take notes (or take notes yourself on the board). Read the writing aloud. Ask aloud what it was about. Ask aloud what the hearers liked best about it. Ask what questions/suggestions the hearers might have.

Have the note-taker give the notes to the author. Have the whole class ask the author what use he or she might make of their responses. Let the author speak.

You might want to go through the process with the class a couple of times before breaking into small groups. Seat the groups far enough apart so that they do not interfere with one another.

Have each group select one member to write on paper the suggestions made during the fourth procedure. You might also want to have the groups select a leader to make sure that each of the procedures is followed.

The members of the group take turns sharing their work with the rest of the group. The group scribe gives the list of suggestions to each group member as he or she completes the procedures.

When the groups finish, the individuals can return to their seats and implement the suggestions they received.

Personal Observation

Writers write to be read. Young writers crave an audience to listen to their works as much as do adult writers. This activity encourages writing by providing an audience and the opportunity for peer feedback.

Comments/Notes:

Four Activities to Connect Reading and Writing Using Task Cards

Source

ED 275 995

Voorheis, Roxy. "Open the Door for Reading," 1982, 59 pages.

Brief Description

Presents four sets of task cards to be used in a variety of settings to tie reading and writing.

Objective

To use task cards to connect reading and writing.

Procedures

Use the 3" x 5" cards with older students, and 4" x 6" cards with younger students.

From the following list, choose a category, and print or type the tasks on index cards, one or two tasks per card.

Use the task cards for independent work, as a reward for completed assignments, or as part of a seatwork assignment. Depending on the purpose of the assignment, establish a general procedure for students using the task cards; for example, the kind of paper to use, the type of headings required, and where to put completed tasks and task cards. The cards can be numbered, with the student indicating on the completed-task paper the number of the card used. If the procedure varies from task to task, write the procedures on each card.

Task-Card Categories

Rainy Days

- Make a list of the things you like about rainy days.
- Make a list of special things you need for rainy days.
- Finish this story: "I woke up this morning and it was raining. It began to rain so hard that...."
- Write a story called "Why I Like Rainy Days."
- Make a list of things that can be done in the rain.

- Make a list of things that cannot be done in the rain.
- Write a story called "Why I Don't Like Rainy Days."
- Make a list of words that tell about rain.
- Write a story called "It Happened One Rainy Day."

Fruits

- List as many names of fruits as you can think of.
- Make a list of things you like to eat that have fruit in them.
- Write a story about a fruit with magical powers.
- Make up a riddle about a banana.
- See how many words you can make using the letters in APPLE DUMPLING.
- Make a list of all of the yellow fruits.
- Make a list of things that make you "go bananas."
- Make a list of all of the red fruits.
- See how many words you can make using the letters in STRAWBERRY SHORTCAKE.
- Draw a car, a bike, or an airplane shaped like a fruit.

Hats

- List as many different words for "hat" as you can think of (e.g., cap, space helmet, baseball cap).
- See how many jobs you can list where people wear hats (e.g., baseball, football, fire patrol).
- Find a book in the library that has hats in it. Read the book.
- What is the title and who is the author of the book?
- Write a story about a boy or a girl who had too many hats.

Things that Are First

- See if you can answer these questions about your family:

  Who wakes up first in the morning?

  Who gets dressed first?

Personal Observation

The task cards provide an excellent opportunity for independent practice. The cards can be constructed to reinforce skills learned previously.

Who takes a shower or bath first?

Who comes home from school or work first?

Who goes to bed first?

- Find out what Amelia Earhart was the first to do.
- Draw or bring to class a picture of what you looked like when you lost your first tooth.
- Write a story about what you did on the first day of school.
- Make a list of the first names of everyone in your family.
- Make a list of the first names of all the students in your class.
- Find out how Jackie Robinson was a "first."
- Write about a place you would like to visit for the first time.
- Read the rhyme about Jack and Jill.
- Who fell down the hill first?
- If you were the first person to land on Mars, what would you say?
- Find out what John Glenn was the first to do.

Comments/Notes:

Reading-Writing Connection

Writing Family Stories

Source

Cheek, Earl. "Family Folklore Sparks Reading," *The Reading Teacher*, 42, 9, p. 737.

Brief Description

A three-step procedure using your students' family experiences to bridge the gap between prior knowledge and reading/writing.

Objective

To provide a means by which young readers/writers can close the gap between spoken and written language.

Procedures

You will need a tape recorder and a sufficient number of tapes to record each student's story. When the activity has been completed, each student will have a story to be read individually, to be shared with the class, or to be bound into a class "Family Folklore" book.

- We are going to study family folklore. Family folklore is stories about things that have happened to members of your family.
- Have you ever heard a story that your parents or grandparents have told you about someone in your family?
- Who would like to tell us a family story?

Step One

Ask each student to tell an interesting experience or story about his or her family or some member of the family. Reluctant students can relate a story about themselves, or they can tell the story to you rather than to the whole class. Step one can be done as a class, in small groups, or individually.

Step Two

Record each student's story. Short sessions with several students telling their stories can be used rather than listening to the whole class during one session. Step two can be done as a class, in small groups, or individually.

Step Three

Have your students listen to their stories, and then write what they have said. Some students might need help transcribing their stories.

Step Four

Have your students take turns reading their family stories to the class.

Comments/Notes:

Reading-Writing Connection

Design A Character

Source

Gustafson, Jeanne "Design a Character," *The Reading Teacher*, 44, 1, pp. 86-87

Brief Description

A prewriting activity that helps students before they write a story to think about the actions of the characters in their stories.

Objective

To help the students develop a strategy for thinking about a story before writing it.

Procedures

Make a 12"-long tag-board cut-out in the shape of a person for every student in the class. Have a supply of construction paper, fabric scraps, markers, crayons, etc. These items will be used to shape the story characters.

- We are going to write a story, but before we begin writing, we are going to design our characters. Thinking about the characters first makes writing the story easier.

Model the process of designing a character by using the art materials. Think aloud as you add things to your character. Show your students that you are designing the character according to what the character will do in the story.

As the students begin to design their characters, ask questions that encourage them to think about the role of the character in their stories.

- Tell me about your character. What is going to happen to your character in the story? How will your story end?

After the characters are finished, ask a few students to tell the class about their characters, and what will happen to the characters in the stories.

Follow-Up

When the students finish their stories, the stories and the characters can be displayed together.

Reading-Writing Connection

Who Am I?

Source

Gauthier, Roy Lane. "Who Am I?" *The Reading Teacher, 43, 6,* p. 428.

Brief Description

A strategy designed to promote reading and writing through the use of character riddles.

Objective

To increase students' willingness to read and write about literature.

Procedures

Find several high-interest books short enough to read aloud to your class in one or two sessions.

Make a list of the main characters in the books.

Choose a character in one of the stories, and write a riddle about him or her or it. Write the riddle in the first person describing the character and any significant situations in which the character was involved. Conclude the riddle with the question: "Who am I?" Write one or two more riddles about other characters to be used as examples for your students.

Example:

> I don't usually wake up with gum in my hair,
> but this morning I did. From that point
> on, things just got worse. As a matter of fact,
> things got so bad that I felt like moving to
> Australia. Who am I?

(The answer is in *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Antheneum, 1972.)

Read aloud one of the books for which you have a character riddle already prepared. Discuss the character(s) in the story with your students.

Write your riddle on the board. Read it to the students. See if anyone gets it. Read through the riddle again, thinking aloud as you read about how you formulated the character riddle.

Read another book, and involve your students in writing a character riddle. Have the students who contribute to the riddle explain how they developed that part of the riddle. Repeat this procedure, and provide other examples, as needed.

Read another book to your students. Have them choose a character and write a character riddle. Review the previous examples, if necessary, and closely monitor their progress.

Read a number of books to your students. Have them choose a character and write a character riddle. Monitor their progress.

When the riddles are finished, invite your students to read their riddles so that the class may take their guesses.

Comments/Notes:

Reading, Writing, and Art

Source

Smout, Beth "Reading, Writing, and Art," *The Reading Teacher, 43, 6,* pp. 430-431.

Brief Description

Three activities for motivating reading and writing through art.

Objective

To use art activities to enrich reading and writing.

Procedures

Activity One

Find a story with which your students are familiar but which has few or no illustrations. Have various art materials available: paper, pencils, pens, markers, paints, etc.

Divide the story into parts for which the students can supply illustrations. Read the entire story to your students.

Involve your students in designing an illustration for one part of the story. Draw the illustration on the board or on chart paper demonstrating how the illustration represents the text.

Read the story again. Ask specific students or groups of students to draw illustrations for parts of the story.

The text can be added to the illustrations, and all of the parts can be bound into a book.

Activity Two

Have a supply of magazines, glue, tissue, paper, markers, crayons, etc., on hand. The materials will be used in making collages. Using materials of various kinds and glue on paper, prepare an example of a collage that represents a theme or matter of literary interest.

Demonstrate that the art materials can be used to build up a collage. A theme for the collage can be chosen, such as the main idea of a story, a holiday, or a significant event. A theme will give the students a focus for their efforts.

Invite your students to write about their collages: How they were made, the materials used, the collage, and the theme or story.

Attach the collage to the written text and make a classroom display.

Activity Three

Have a supply of clay for each member of the class.

As in Activity One, read one or more stories to your students. Have them use the clay to illustrate a part of the story or to depict a scene from the story. Characters can also be made of clay.

The students can write about their illustrations, scenes, and characters. The writings can take the form of descriptions, explanations, and riddles.

Personal Observation

As the students become familiar with the illustration process, they can begin illustrating their own stories. Books made by students themselves are usually the most popular reading materials in the class.

Personal Observation

The uses for clay are endless. Clay can be used to make dioramas and to make three-dimensional time-lines and story maps.

Art projects provide an excellent means for most students to promote reading and to connect reading to writing, but for some students who learn better through their eyes than through their ears, art projects are more than fun: they are extremely important to acquiring literacy.

Reading-Writing Connection

A School Newspaper

Source

Kissell, Judy. "A School Newspaper: The Crown Press," *The Reading Teacher, 44*, 3, pp. 278-279.

Brief Description

A description of the procedures used at an elementary school to publish a school newspaper.

Objective

To enhance students' reading and writing skills through the publication of a school newspaper.

Procedures

Session One

Step One

Bring to class two or three different local newspapers. Engage your students in noting the types of news found in each newspaper and observing the layout of the newspapers. Make sure that someone points out things like headlines, articles, interviews, sports, ads, and comics.

Step Two

You and your students brainstorm the types of things that might be included in your own newspaper at school.

Step Three

Share out the reporting/writing assignments. Students will be needed to conduct interviews, to write about past events, to write about upcoming events, to write riddles, and to draw and caption cartoons, and to layout the design.

Set a time limit for the completion of the writing assignments.

While everyone is doing everything else, they can be thinking of a name for the newspaper.

Session Two

Step One

As your students submit their written materials, discuss the editing process. Tell them: "All writing is rewriting." Allow them to edit one another's articles. Invite your students to compile a list of editorial points to watch for, such as the following:

Editorial Points

1. Will other people be interested in the story?
2. Is the story easy to read and understand?
3. Does the story start with a "grabber?"
4. Is the story factual and accurate?
5. Is the spelling correct?
6. Are complete sentences used?
7. Is correct punctuation used?

Step Two

The students read and edit their own articles.

Step Three

The students exchange articles for proofreading and editing, according to the agreed-upon list of editorial points.

Session Three

The rewritten and proofed articles are typed and prepared for the newspaper layout. Proofread the typed version for typographical mistakes.

Session Four

The students cut and paste articles to fit on the newspaper pages. A name for the newspaper is finally chosen. Copies are made, and the newspaper is "put together."

Follow-Up

The students can talk to their readers--one another, other students in the school, parents--and decide if any changes need to be made, such as adding other features or eliminating an existing feature, before beginning the next issue.

Personal Observation

This activity is suited to older primary students. A classroom newspaper might be a logical first step before attempting a school-wide newspaper.

A computer with a word processing program or a desktop publishing program would make the preparation of the newspaper much easier, and would give the final product a professional look.

Promoting Reading

The Bookworm

Brief Description

Presents a hands-on activity to help promote reading for young students.

Source

ED 275 995

Voorheis, Roxy. "Open the Door for Reading," 1982, 59 pages.

Objective

To provide activities that will make young students want to read.

Procedures

Make a copy of the bookworm on page 84 for each student in your class. Use durable material, like tag board or poster board, or have the bookworms laminated. If the bookworms are going to be laminated, wait until the students have finished decorating them. Make the bookworms large enough for the students to write the "The Care and Feeding of a Bookworm" on the back.

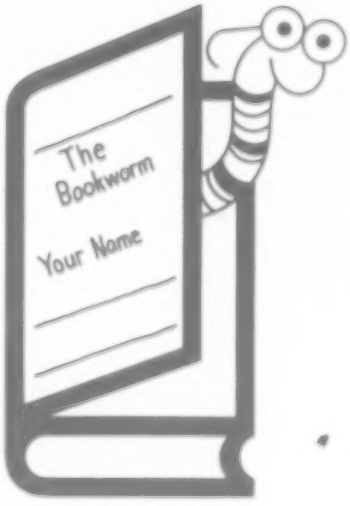
- We are going to make bookworms. These bookworms will need someone to care for and feed them.

Give each student a copy of the bookworm and a copy of the "The Care and Feeding of a Bookworm," or write the instructions on the board.

The Care and Feeding of a Bookworm

1. Name your bookworm and put your name on it.
2. Feed it at least two books per week.
3. Exercise your worm. Walk it in the library once a week.
4. Lift your worm carefully from page to page.
5. Be careful not to destroy the house your bookworm is living in at the moment.
6. Be nice to your bookworm.
7. A healthy bookworm will make you happy.

- So that we won't forget how to take care of our bookworms, we are going to write the "The Care and Feeding of a Bookworm" on the backs of our bookworms.

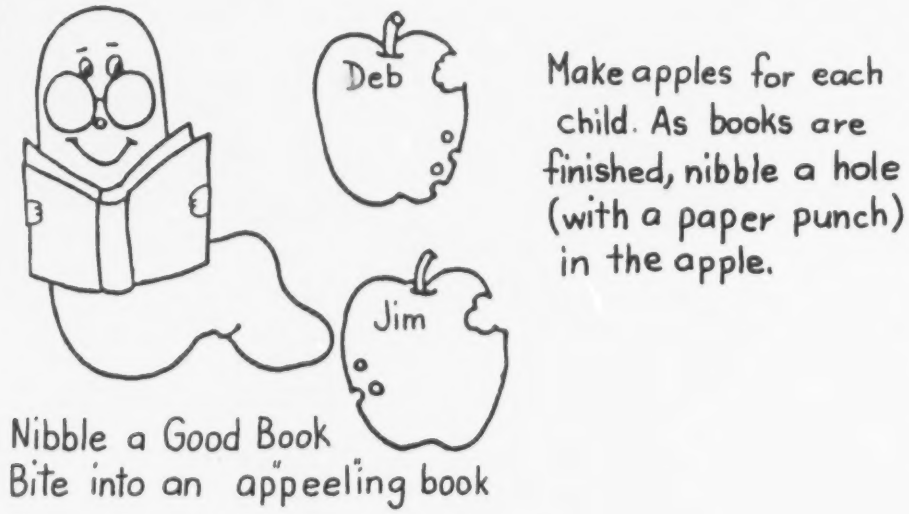


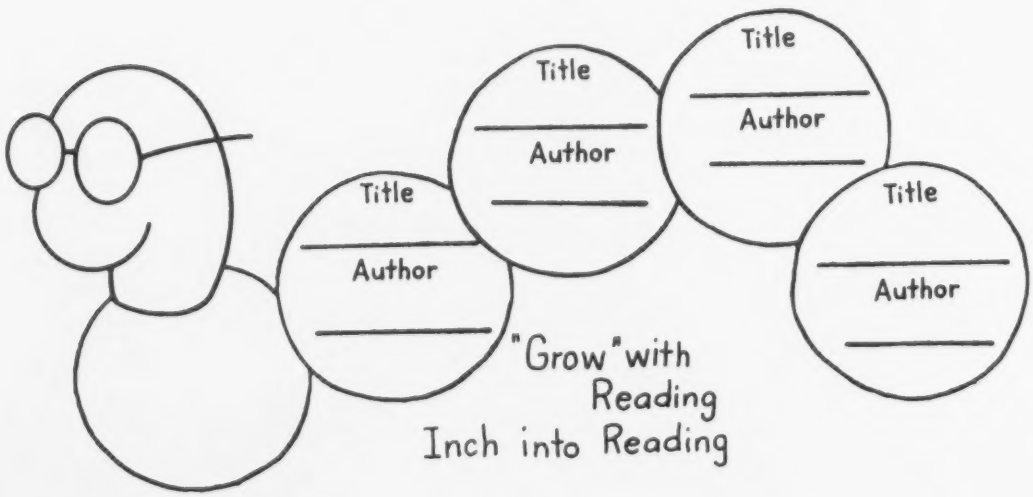
Personal Observation

Reinforce use of the bookworm by having regular class discussions about how your students have been caring for their bookworms.

Read the "The Care and Feeding of a Bookworm" with your students.

- When you have finished writing, give your bookworm a name. Write the name on the bookworm. Write your own name on your bookworm, too. Color the bookworm and its books.


Deb
Jim
Make apples for each child. As books are finished, nibble a hole (with a paper punch) in the apple.
Nibble a Good Book
Bite into an appeeling book



Sharing Stories

Brief Description

Presents a paired reading activity that promotes reading, and is an alternative to seatwork.

Objective

To provide a positive reading experience for young students, resulting in increased motivation and confidence as readers.

Procedures

Divide your students into groups of two. Try to pair students who can benefit from reading to one another. Set aside a regular time to do this activity, perhaps during independent reading time or during seatwork time.

- We are going to add paired reading to our regular independent reading time.
- Each of you will pick a story that you like to read, and you will read the story to your partner, sometimes reading a whole story and sometimes taking turns reading parts of the same story.
- You will enjoy reading stories and being read to, and the daily reading practice will help you become better readers.

Assigning partners saves time at the beginning of the activity. As the students become comfortable with the procedure, you might let them choose their own partners. Reserve the right to reassign partners who are not carrying out the activity appropriately.

Begin with a short period of reading time, and work up to a longer time period over the course of several days.

Source

Wolfgang, Nancy L. "Reading on the Move," *The Reading Teacher*, 42, 8, p. 653.

Personal Observation

Paired reading is a style of collaborative learning and peer tutoring. Cooperate with a teacher of students either older or younger than yours, and set up pairs of one older and one younger student. Use the same paired reading procedure as given above. See the personal observation on p. 17 for a further suggestion.

Radio Plays for Oral Reading Improvement

Source

Weir, Beth. "Radio Plays Promote Oral Reading," *The Reading Teacher*, 42, 7, p. 555.

Brief Description

A "radio play" can turn a story or a basal-reader play into an exciting activity that motivates reluctant readers to engage in oral reading.

Objective

To provide an enjoyable oral reading experience, encouraging reluctant young readers to read.

Procedures

Either find a play in a basal reader or another source, or adapt a story to a play format. Check the play or story to see if the action will hold a listener's attention. Think about enhancing the play with sound effects.

Your students will probably need background information regarding the format of a radio play and how this type of play is produced. Some famous radio plays are available on cassette tapes.

Introduce the students to radio plays by using a cassette recording or by explaining the elements of a radio play. Talk about the announcer, the use of sound effects, and the main difference from TV: the actors are heard, not seen. Stress that the audience must imagine the action without seeing it.

Select students to read the parts in the radio play. Include some of your reluctant readers. Be sure to include a radio announcer and a few students to produce sound effects.

Arrange time for students to practice their parts away from the whole class. Because this is a radio play, the parts do not have to be memorized, and costumes are not needed. Help the audio engineers design and practice the sound effects. The announcer will need to have an introduction ready to go, including the call letters of the radio station; and, what's a radio program without a commercial?

Both "pre-recorded" and "live" radio are enticing. Present the radio play to the rest of the class by telling them that they are an audience at the radio station. Have a sign, "on the air" ready to go.

Or, record the play and play the recording for the class. That way, the cast is free to enjoy the reactions of their classmates. Reluctant readers may find "pre-recording" preferable to "live."

Comments/Notes:

Personal Observation

If you present the play as a puppet show, reluctant readers can enjoy anonymity behind the scenes with this format.

Bulletin Boards for Reading

Source
ED 275 995
Voorheis, Roxy. "Open the Door for Reading," 1982, 59 pp.

Brief Description

Bulletin-board ideas and activities are presented to promote reading in the primary classroom.

Objective

To mount bulletin boards that motivate young students to want to read.

Procedures

Prepare a large, bulletin-board sized copy of the main figure from one of the following bulletin-board ideas. Put the main figure on the bulletin board, leaving enough room for the addition of the secondary figures.

Bulletin Board Ideas

Main Figure	Secondary Figure	Possible Captions
Airplane	Clouds	Get High on Books Wing It with Reading Reading Makes Plane Sense
Bookworm's Head	Circles (Use as the body of the bookworm.)	Grow with Reading Inch into Reading
Bag	Candy Pieces	Bag a Book Reading is a Sweet Treat Treat Yourself to a Book Candy is Dandy, Books are Better

Bookworm	Apples (Make an apple for each child. As books are finished, "nibble" holes in the apples with a hole-puncher.)	Nibble a Good Book Bite into an Appeeling Book

Personal Observation

Young students' motivation usually increases when they take an active part in classroom displays.

For example, to make a "Get High on Books" board, make a large airplane and a banner "Get High on Books." Put the airplane and the banner on a bulletin board, and leave room around the airplane for clouds.

Cut out a large supply of clouds. Depending on your class and purpose, have at least two or three clouds available for each student.

Show the class the bulletin board with the airplane and the banner.

- Each time you finish reading a book, write the title of the book and the name of the author on a cloud so that it can be placed on the bulletin board.

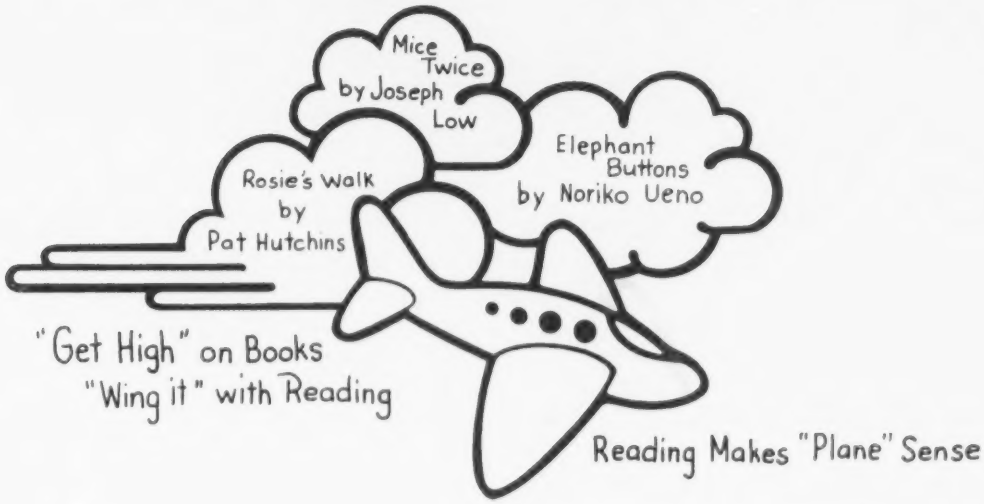
If you are keeping track of the number of books each student reads, have the students also put their names on the clouds.

The completion of the bulletin board can take a variety of forms.

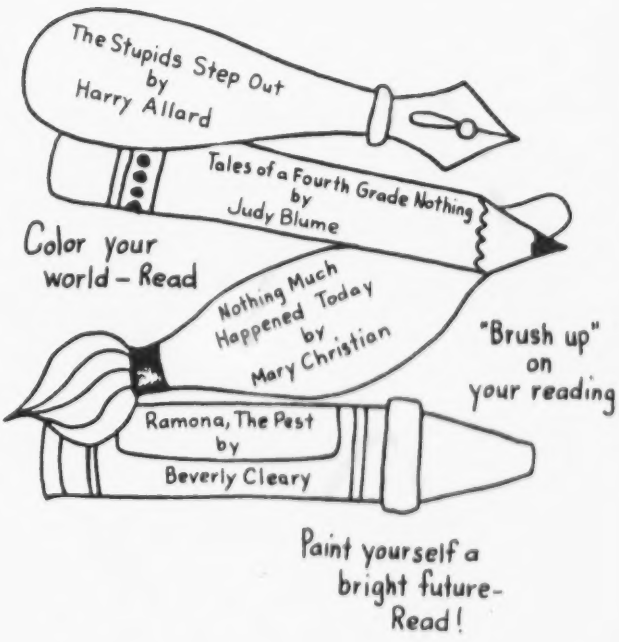
Challenge: "Let's see how many clouds we can add to our bulletin board before the end of the month!"

Contest: "The class across the hall is going to have a contest with our class. Both classes are going to see how many clouds they can add to the bulletin boards in five weeks."

Reward: "For every [n] cloud(s) you add to the bulletin board, you will receive _ _ _. Or, "If our class can put [n] clouds on the bulletin board before the end of the month, we will get to _ _ _."


Mice Twice by Joseph Low
Elephant Buttons by Noriko Ueno
Rosie's Walk by Pat Hutchins
"Get High" on Books
"Wing it" with Reading
Reading Makes "Plane" Sense

"Bag" a Book
Treat yourself to a book
Reading is a Sweet Treat
Candy is dandy But... Books are Better!
Soup and Me by Robert Peck
A Day Off by Tobi Tobias
George and Martha by James Marshall
It's Not Fair by Robyn Supraner
Someday by Charlotte Zolotow
Super Fudge by Judy Blume


The Stupids Step Out by Harry Allard
Tales of a Fourth Grade Nothing by Judy Blume
Color your world – Read
Nothing Much Happened Today by Mary Christian
"Brush up" on your reading
Ramona, The Pest by Beverly Cleary
Paint yourself a bright future- Read!

Three Activities for Adopting-a-Book

Brief Description

Adopt-a-book is a program that was developed to promote reading in the Pittston Area School District in Pittston, Pennsylvania. Three of the activities used during the promotion are presented here. They can be used in individual classrooms or by the entire school.

Source

Lapsansky, Catherine, & McAndrew, Teresa. "Adopt-a-Book," *The Reading Teacher*, 42, 9, p. 743.

Objective

To promote reading and an interest in books in the primary classroom.

Procedures

Activity One

A student selects a favorite book to adopt and to promote to the class, or a whole class adopts a book to promote to the school. An "official" adoption application is developed for each student or class to fill out. The application includes the title of the book, the name of the author, the name of the illustrator, and a section in which to list reasons for selecting the book. A "certificate of adoption" with "official" signatures is issued to each student or class adopting a book. Computer software packages are available that produce certificates and awards.

Activity Two

To encourage others to read, an advertisement poster is made for each adopted book. The object of the poster is to illustrate with words and drawings the favorite parts of the book. The posters are displayed inside and outside of the classroom.

Students develop a verbal "sales pitch" to promote the book, centering on information on the poster.

Activity Three

Students make illustrations of their favorite parts from their adopted books. Dioramas are one form for illustrating scenes from a book. The basic materials needed are these:

Personal Observation

The finished posters and dioramas can be displayed in the classroom or in a prominent spot in the school. The students can write about their dioramas, describing the scene represented, or they can generate new stories centering on the diorama scene.

an empty shoe box
tagboard
paints, markers, crayons
glue or paste
construction paper
scissors

Having decided on scenes to illustrate, the students use the inside of their shoe boxes to construct the backdrop for the scenes. Begin by putting the peephole in one end of the box so that the diorama engineer can constantly check the perspective from which the scene will be viewed. The inside of the boxes may be lined with construction paper or drawings made on the walls. Tagboard is used to make trees, bushes, houses, people, etc., that will stand up inside the box to effect a three-dimensional scene.

Each upright figure must be designed so that a section of the bottom can be folded to form a tab on which glue can be applied to attach the figure in a standing position to the shoe box.

All of the objects that will be placed in the diorama should be completed *before* they are glued in place. It is difficult to color and trim figures, or to reposition them, after gluing them to the shoe box.

Comments/Notes:

USSR + USA

Brief Description

Adding an **U**ninterrupted **S**haring **A**ctivity (USA) to **U**ninterrupted **S**ustained **S**ilent **R**eading (USSR) enhances students' reading comprehension, and provides an opportunity to share what has been read with other readers.

Objective

To enhance a silent reading activity by adding a sharing activity.

Procedures

Divide your students into groups of twos or threes. Consider the attitudes, behaviors, and abilities of each student when forming the groups.

- Today, we are going to add USA, an uninterrupted sharing activity, to our regular USSR period. After silent reading, we are going to tell our partners about what we have read. As you read, note something exciting or interesting in the book to tell to your partner.

Establish a time limit for the sharing period. Three-to-five minutes is enough for the first time. The length of time can be adjusted according to the interest and productivity of the students.

Ahead of time, talk over with your students what you expect them to do.

Source

Leeser, John H. "USSR + USA," *The Reading Teacher*, 43, 6, p. 429.

Personal Observation

The USA activity can be expanded to include students sharing their reading with the entire class. This leads to the promotion and advertising of favorite books and authors.

Annotated Bibliography of Related Resources in the ERIC Database

Documents cited in this section provide additional ideas and activities for teaching reading strategies for the primary grades. The ED numbers for sources in *Resources in Education* are included to enable you to go directly to microfiche collections, or to order from the ERIC Document Reproduction Service (EDRS). If a citation has a CS number rather than an ED number, look in *RIE* or the ERIC database to find the corresponding ED numbers.

Staab, Claire F. "Teacher Mediation in One Whole Literacy Classroom," *Reading Teacher*, v43 n8 p548-52 Apr 1990.

Describes one morning's reading and writing activities in a first grade classroom to provide an example of how one whole literacy teacher mediates children's learning.

Streb, Judith A. "Reading: Practice Book 1—Practice in Basic Reading Skills." Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1984. 99 p. [ED 319 033; paper copy not available from EDRS]

The reading exercises in this workbook cover the general areas of letter recognition; basic phonics; word structure (including common phonograms, compound words, contractions, possessives, plural forms, and suffixes); vocabulary (including identifying picture names, rhyming words, and word meanings); study skills (including following directions, alphabetizing, and reading a table of contents, reading a map, and reading a pictograph); comprehension; and oral and silent reading. Activities are presented in order of difficulty within each general area. A controlled vocabulary, which is representative of basal readers used by the average first grader, is used in the workbook; an answer key is provided.

Streb, Judith A. "Reading: Practice Book 2—Practice in Basic Reading Skills." Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1984. 98 p. [ED 319 034; paper copy not available from EDRS]

The reading exercises in this workbook cover the general areas of basic phonics; word structure (including compound words, base words, prefixes and suffixes, contractions, possessives, and syllables); vocabulary (including word recognition, rhyming words, and word meaning); study skills (including following directions, alphabetizing, and reading a table of contents and a map); comprehension; and oral and silent reading. Activities are presented in order of difficulty within each general area. A controlled vocabulary, which is representative of basal readers used by the average second grader, is used in the workbook; an answer key is provided.

"Phonics Skills: Practice Book E, Blends and Digraphs. Practice in Basic Phonics Skills for Students of All Ages." Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1982. 98 p. [ED 319 031; paper copy not available from EDRS]

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents two- and three-letter blends. Each consonant blend is taught in a lesson of one to three pages. The pages provide practice in recognizing the blend sound in a word using picture clues, using a blend to complete words, and choosing words with blends to complete sentences or to match with meanings. The lessons on digraphs are presented in the same manner as those on the blends. Review pages, which occur throughout the workbook, provide practice in discriminating blends or digraphs.

Phonics Skills: Practice Book D, Vowel Combinations. Practice in Basic Phonics Skills for Students of All Ages. Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1982. 98 p. [ED 319 030; paper copy not available from EDRS]

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents the irregular vowel sounds, including the vowel diphthongs, the r-controlled vowels, and other irregular vowel combinations. Each vowel or combination is presented in a lesson of two to six

pages, depending on its perceived difficulty and frequency of occurrence. Lessons include practice in recognizing the vowel sound by using picture clues, rhyming words, and word meanings and by writing vowels in words and sentences. Review pages, which occur throughout the workbook, provide practice in discriminating the sounds of several vowels or vowel combinations. A general review of all the sounds is found at the end of the workbook.

"Phonics Skills: Practice Book C, Short and Long Vowels. Practice in Basic Phonics Skills for Students of All Ages." Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1982. 98 p. [ED 319 029; paper copy not available from EDRS]

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents the most common and regular sounds of vowels. The short vowels are presented first. The lesson for each vowel consists of six pages of exercises. On the first page, the vowel sound is introduced by a cartoon. On the second and third pages, students learn to recognize the short vowel sounds by saying the names of pictures and completing short vowel words. The remaining three pages of the lesson provide practice in using the vowel sound in context. The second half of the workbook deals with long vowel sounds, which are presented in the same manner as the short vowel sounds, except that the different spellings for each of the vowel sounds are treated individually to aid in the students' recognition of the long vowels. There are three reviews in the workbook: one for the short vowels, one for the long vowels, and a general review.

"Phonics Skills: Practice Book B, Medial and Final Consonants. Practice in Basic Phonics Skills for Students of All Ages." Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1982. 98 p. [ED 319 028; paper copy not available from EDRS]

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook is a follow-up to "Initial Consonants." The first part of the workbook provides practice for consonants at the end of words. Most letters are given a four-page lesson. On the first page, students are asked to look at pictures, name them, and circle those pictures ending in a particular sound. On the second and third pages, students are given rhyming words or picture clues for practice in writing words that end with the same sound. In the final exercise for each sound, students use the words in sentences or riddles, or they match the words to their meanings. The second half of the workbook deals with the consonant sounds heard in the medial position of words. The sounds are introduced through picture clues and word completion exercises which stress the medial position of the consonant. Review pages occur throughout the workbook and provide practice in discriminating the sounds of four or more consonants.

"Phonics Skills: Practice Book A, Initial Consonants. Practice in Basic Phonics Skills for Students of All Ages." Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50). 1982. 98 p. [ED 319 027; paper copy not available from EDRS]

Intended for student use at home as a supplement to schoolwork or at school as a phonics text, this workbook presents initial consonant sounds in order of difficulty. The lesson for each sound is four pages in length. The first page consists of an illustration showing familiar objects; students are asked to circle the objects whose names begin with that sound. On the second page, students are provided with picture clues and asked to write the letter representing the initial sound or to complete words. The next page may consist of a variety of exercises where students complete words, decode them, and match them to a picture or meaning. In the final exercise, students practice writing words to complete sentences or answer riddles. Review pages occur throughout the workbook and provide practice in discriminating the sounds of three or more consonants.

Scheu, Judith; and others. "Designing Seatwork to Improve Students' Reading Comprehension Ability," *Reading Teacher*, v40 n1 p18-25 Oct 1986.

Argues that teacher-made worksheets built on basal reader stories can help students' make connections with the stories and provide them with practice of important comprehension skills. Suggests ways to make such sheets.

Wixson, Karen K; and others. "Using Basal Materials to Integrate Reading and Writing Instruction," *Reading Psychology*, v6 n3-4 p169-79 1985.

Describes learning activities that promote the teaching of reading and writing together within the context of basal materials. Presents an example of how these activities were used in a second-grade classroom.

Evans, Mary Ann; Carr, Thomas H. "Cognitive Abilities, Conditions of Learning, and the Early Development of Reading Skill," *Reading Research Quarterly*, v20 n3 p327-50 Spr 1985.

Compares two groups of primary-grade classrooms differing in their instructional approach to beginning reading to assess the relationship between learning activities, cognitive ability, and reading skill.

McAllister, Elizabeth. "Primary Reading Skills Activities Kit." Order Department, Prentice-Hall Inc., 200 Old Tappan Rd., Tappan, NJ 07675 ($21.95). 1987. 250 p. [ED 308 485; document not available from EDRS]

This "kit" consists of 145 activities that teach and reinforce specific pre-reading and beginning reading skills; it has been developed to help the primary grade teacher in recognizing and developing skills that assure each child's continuous reading progress. Part One explains how pre-reading skills are developing reading skills in the first five years of a child's life and includes information about the following skills: oral communication and visual recognition, visual perception, and auditory perception. Part Two provides activities for helping students begin to read and includes information about the following skills: basic reading, word attack, sight word recognition, and vocabulary and comprehension. The 145 activities can be used to enhance and reinforce instruction in conjunction with any basal reading series or teaching method. The workbook includes reproducible progress charts and skills checklists for reporting and monitoring each pupil's progress in learning specific pre-reading and beginning reading skills.

McInerney, John. "Polishing the Whole Act." Paper presented at the Annual Indiana University Fall Language Arts Conference, 1988. 8 p. [ED 304 664]

There are many ideas for class activities in a first grade whole language classroom that can make the class a richer environment without requiring a lot of time or preparation. "Whole language" is not a set of practices to teach reading; it is a set of beliefs, a philosophy about learning which derives from the notion of keeping learning whole and intact rather than fragmenting it into discrete bites. Activities include: (1) having students make up the rules for the class which are collected and sent home to parents; (2) having students write down one thing remembered from the previous day's lesson (but not grading or collecting it); (3) using pasted-together sheets of paper for students to write a continuing story which is shared with other students; (4) having one student each day write a sentence about something interesting to them which is put onto a "class calendar" and also serves as the class handwriting assignment; (5) tape recording trade books and student-written stories; (6) having students bring in newspaper clippings of global events and posting them on a map of the world; (7) evaluating each student's reading individually by listening to them read; and (8) transferring one student's story onto an overhead and having the class edit it.

Scott, Geraldine W. "The Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills." Ed.D. Practicum, Nova University. 1988. 94 p. [ED 297 889]

Because the kindergarten curriculum of a small, rural elementary school appeared to be inappropriate for some children, a school psychologist implemented a practicum designed to provide a positive school experience for those not ready to learn from formal reading materials. The primary goal of the practicum was to provide activities during the reading period for kindergarten children lacking readiness skills. A second goal was to improve students' basic skills. Intervention activities included a survey of kindergarten teachers to determine their goals and feelings and to find out what kindergarten students were doing; discussion with administrators and teachers of the reasons for a change in some students' curriculum; mobilization of teacher support and agreement to change activities during the reading period; administration of a pre- and post-test to kindergarten children in the lowest reading groups; and regular meetings with teachers to resolve problems they encountered in modifying instruction. Evaluation data indicated that the intervention was positive. Teachers reported that children enjoyed the alternative learning activities. It is concluded that developmental activities can provide kindergarten children with the opportunity to develop readiness skills, and that such skills can be developed without formal reading instruction. Related materials are appended, including the teacher survey, responses, developmental activities log, and 14 pages of developmental activities.

"Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88." Seattle Public Schools, Washington. 1987. 14 p. [ED 297 863]

This packet provides the Seattle public schools' kindergarten learning goals and objectives for the curriculum areas of mathematics, reading, English and language arts for the 1987-88 school year. Four reading goals, five English and language arts goals, and six mathematics goals are further specified in terms of student learning objectives, suggested learning activities for each objective, and ways of assessing student attainment of the objectives. A class record form for teachers is provided.

"Basic Skills First, 3. Reading Curriculum Guide." Tennessee State Dept. of Education, Nashville. 1986. 116 p. [ED 296 300]

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for third grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the third grade reading mastery test, and a list of third grade vocabulary words are also included.

"Basic Skills First, 2. Reading Curriculum Guide." Tennessee State Dept. of Education, Nashville. 1986. 119 p. [ED 296 299]

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for second grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the second grade reading mastery test, and a list of second grade vocabulary words are also included.

"Basic Skills First, 1. Reading Curriculum Guide." Tennessee State Dept. of Education, Nashville. 1986. 102 p. [ED 296 298]

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this first grade reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for first grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the first grade reading mastery test, and a list of first grade vocabulary words are also included.

Bainter, Dolores; and others. "Using Literature To Teach in All Curriculum Areas K-3." Paper presented at the Annual Northern California Kindergarten Conference. 1988. 69 p. [ED 294 694]

Presented are ideas for learning activities that use books and stories to teach language arts, art, cooking, movement, health, music, and math to kindergarten and primary school students. Activities are organized around such topics as quilts, apples, teeth, hands, feelings, heroes, letters, and such events as birthdays, Mother's and Father's Day, Ground Hog Day, April Fools' Day, and bookbinding. The unit on heroes focuses on Malina, Squanto, Martin Luther King, Abraham Lincoln, George Washington, Helen Keller, Magic Johnson, Mary Lou Retton, Mother Theresa, and Joan Baez. Each unit provides a statement of intent and a list of books and readings, as well as suggested learning activities. Materials designed to be duplicated and handed out to students are included.

Wood, Karen D. "A Variation on an Old Theme: 4-Way Oral Reading," *Reading Teacher*, v37 n1 p38-41 Oct 1983.

Offers an alternative to round-robin oral reading that uses paired, choral, imitative, and mumble reading.

Backus, Olga; and others. "The Kindergarten Curriculum Guide and Primary Project Implementation Guide." Prince George's County Board of Education, Upper Marlboro, Maryland. 1984. 1,071 p. [ED 285 667]

A curriculum guide is provided for the kindergarten program in the public schools of Prince George's County, Upper Marlboro, Maryland. The sections of the guide, which follow a brief introduction and glossary, focus on (1) characteristics of the kindergarten child; (2) classroom organization; (3) early identification and intervention programs; (4) language arts/reading; (5) mathematics; (6) health education, science, social studies; (7) art; (8) music; (9) creative expression; (10) motor development; (11) finger plays, games, and recipes; (12) parent involvement; (13) books for teachers and a reference bibliography; (14) a summary of the topics and skills presented in the kindergarten instructional program; (15) various administrative bulletins outlining procedures; (16) a kindergarten teacher's student observation form; (17) a description of Prince George's County Chapter One Program; and (18) a form for evaluating the curriculum guide. The final section of the work contains The Primary Project Implementation Guide, a guide to a diversified language arts program within the kindergarten curriculum. This program introduces children to the alphabet and the sounds of the English language.

"Reading Readiness Guidelines and Workshop Activities." South Dakota State Div. of Elementary and Secondary Education, Pierre. 1986. 136 p. [ED 275 994]

Based on the concept that readiness for reading is brought about by the nurturing of a child's physical, social, emotional, and intellectual growth, this guidebook presents reading readiness guidelines and carefully planned workshop activities designed to provide a classroom climate conducive to discovery and language development. The first section presents guidelines that define children's abilities at various stages of reading readiness and details activities that, given these abilities, children can effectively engage in. The following areas of development provide the framework under which specific abilities and corresponding activities are categorized: visual perception, visual memory/recall, auditory discrimination/auditory acuity, language development, and body movement/body awareness/body image. The second section presents specific classroom activities that involve learning through (1) visual perception, (2) auditory acuity, (3) visual memory, (4) sequencing, (5) improved motor skills, (6) growth in communication skills, (7) increased appreciation and interpretation of good literature, and (8) advanced creative play that strengthens a child's self-image. An "individual record for readiness period" sheet for assessing a child's progress is included, along with resource material for choral effort, finger plays, listening, and dramatization. Resources for children's reading enjoyment and additional resources for readiness are appended.

Mathews, Barbara A.; Seibert, Jane B. "A Successful Program for First Grade Remedial Reading Instruction," *Reading Teacher*, v36 n4 p406-10 Jan 1983.

Describes a summer remedial reading program for first-grade students. Includes discussions of the activities and strategies used to promote comprehension, fluency, and vocabulary development.

Reimer, Becky L. "Recipes for Language Experience Stories," *Reading Teacher*, v36 n4 p396-401 Jan 1983.

Discusses the language experience approach (LEA) to teaching reading and offers suggestions for six types of LEA stories: student selected, class shared, shape, patterned, written dialogue, and directed language teaching.

Morris, Darrell. "'Word Sort': A Categorization Strategy for Improving Word Recognition Ability," *Reading Psychology*, v3 n3 p247-59 Jul-Sep 1982.

Describes an inductive categorization strategy for helping children develop word recognition ability. Closes with theoretical and interpretive comments that support the use of the word sort teaching strategy.

Duffelmeyer, Frederick A. "Expanding Children's Vocabulary," *Reading Horizons*, v23 n1 p64-66 Fall 1982.

Describes an instructional technique for expanding children's vocabulary that embodies the principle that learning involves relating new experiences to what is already known.

Galda, Lee. "Playing about a Story: Its Impact on Comprehension," *Reading Teacher,* v36 n1 p52-55 Oct 1982.

Reports on a study that compared drawing, discussion, and dramatic play as follow-up activities for reading aloud. Concludes that the children who played had better comprehension of the stories read to them.

Real Bird, Henry; and others. "The Indian Reading Series: Stories and Legends of the Northwest. Teacher's Manual, Series I, II, and III." Northwest Regional Educational Lab., Portland, Oregon. 1977. 94 p. [ED 258 757]

Program philosophy and learning activities are presented in this teacher's guide to a supplementary reading and language development program that features stories and legends from Northwest tribes. The guide is companion to Levels I, II, and III of the Northwest Indian Reading Series which consists of 60 booklets arranged in a planned sequence appropriate for reading in the primary grades. Introductory sections of the guide discuss program objectives and rationale, focusing on the benefits to Indian students of reading materials which appeal to their experience, interests, and values. The section on program implementation includes a detailed plan for initiating a mock clan system in the classroom and explains how it can be used to develop interpersonal relationships and values as well as language arts skills. The suggested teaching activities which comprise the bulk of the guide are organized under the topics of dramatization, story comprehension, retelling stories, writing, making books, and word study. The 33 activities described include suggestions for using dance, pantomime, dioramas, mobiles, filmstrips, and puppets in conjunction with the reading series.

Marsh, Elizabeth. "Beginning Reading, Writing and Poetry." 1982. 31 p. [ED 258 132]

The program described in this paper makes beginning reading an activity in which children could use all of their cognitive and affective abilities to experience the images and ideas within the piece. The introduction points out that children can become actively involved in reading by writing poetry because they are creating the reading material that will be the most meaningful to them, since it is actually a part of them. Suggestions for the ideal physical arrangement of the classroom and poetry accessibility are also included in this section of the paper. The second section is a model of a classroom schedule, incorporating reading and writing poetry, that provides four times throughout the day when the following poetry activities would be used: (1) drawing/writing, (2) working with words, (3) listening, and (4) lessons in the areas of science or the family. Sample poems and suggestions for student activities for each of those areas are provided.

Scourfield, Judith VanDyke. "A Year of Reading Tips (Ways to Help Your Child at Home)." Produced by the Bucks County Council, International Reading Association. 1984. 21 p. [ED 257 048]

The 180 reading tips described in this school calendar are intended for parents to help their children at home. The calendar presents tips for Monday through Friday and for September through May. Among the suggested exercises are the following: (1) sing the ABC song, (2) write five words that begin with B, (3) play a game of Hangman, (4) discuss why the leaves turn colors in the fall, (5) visit the library weekly, (6) turn off the television and have all family members read for at least 15 minutes each night, and (7) tell the opposite of same, white, many, all, off, and open.

Georges, Betty. "The Use of Reading Games (Activities) in the Classroom." M.A. Thesis, Kean College of New Jersey. 1984. 125 p. [ED 245 199]

A study was conducted to determine if the use of reading games or activities would cause greater improvement in the reading achievement scores of third grade low-achieving students in an urban school than would traditional instructional methods. A control group of five children received traditional reading instruction, while an experimental group of seven students used 30 vocabulary, sequence, and main idea games designed to correlate with the "Magic Times" text in the Macmillan reading series. Pretesting and posttesting were done with the comprehension section of the Metropolitan Achievement Tests. Results indicated that the children in the experimental group scored higher on the test than did the control group students. The difference between the means of the two groups, however, was not statistically significant. (Appendixes contain a list of reading games, sample activity sheets for sequence and main idea, and testing materials.)

Krol, Virginia Surdacki; Rychlinski, Anna M. "Supplement for Curriculum Guide in Reading: Polish-Speaking Students. Levels EF. Working Draft." Chicago Board of Education, Illinois. 1980. 246 p. [ED 241 646]

This supplement to the Chicago public schools' regular reading curriculum guide is for use with Polish-speaking students at two primary reading levels. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage. In addition, reading guide references to American customs, traditions, and folklore are translated into Polish. For each of the two levels addressed, the supplement presents four sections dealing with word attack, comprehension, study skills, and literature. In each section, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. A bibliography of mostly Polish items is provided.

Krol, Virginia Surdacki; Rychlinski, Anna M. "Supplement for Curriculum Guide in Reading: Polish-Speaking Students. Levels GH. Working Draft." Chicago Board of Education, Illinois. 1980. 238 p. [ED 241 645]

This supplement to the Chicago public schools' regular reading curriculum guide is for use with Polish-speaking students at two primary (grade 3) reading levels. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage, and reading guide references to American customs, traditions, and folklore are translated into Polish. For each of the two reading levels dealt with, the supplement presents four sections dealing with word attack, comprehension, study skills, and literature. For each section, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. A bibliography of mostly Polish items is provided.

Shiu, Stephen. "Supplement for Chinese-Speaking Students for Curriculum Guide in Reading. Level F. Working Draft." Chicago Board of Education, Illinois. 1979. 283 p. [ED 241 641]

This supplement to Chicago's standard curriculum guide in reading is for use with primary level Chinese-speaking students. It is designed to help students to develop the skills needed to function in a regular English program of instruction. Teaching/learning strategies are presented in Chinese. Objectives, teacher directions, and other pertinent information are in English. There are numerous references within the activities to culturally relevant stories, proverbs, and other materials that help to perpetuate students' cultural heritage. Sample units are followed by a section on the fundamental skills of Chinese word learning, in which objectives and skills are listed, teaching/learning strategies are suggested, and answers and/or criteria are given. Next comes a section on objectives common to Chinese and English for comprehension, study skills, and literature. Finally, there is a section on key objectives in Chinese, also for comprehension, study skills, and literature.

Varner,Nancy. "Developing Independent Language Art Skills with a Kindergarten Enrichment Group through Learning Centers." Practicum Report, Nova University. 1982. 92 p. 1982. [ED 237 242]

A practicum project was developed to provide self-directed learning opportunities for all 10 members of a kindergarten enrichment group. Specifically, the project was implemented over a period of 10 weeks to help students gain independent work habits, to improve their care of materials, and to raise their reading ability by one grade level. Ten learning centers for individualized or small-group learning were organ-

ized to improve children's skills in reading, writing, spelling, and creative expression. Work contracts were used to guide the students and to evaluate their progress. A pretest and posttest were administered to assess increased learning; monitoring procedures and baseline data were used to assess growth in independent work habits and care of materials. All 10 children moved from preprimer to mastery of primer reading materials, markedly improved their work habits, and, with incentives withdrawn, continued to take better care of materials. Additional positive effects of the intervention were noted. It was concluded that, since the outcomes of the intervention were positive, the project can be recommended to other kindergarten classes. (Appended related materials include learning center worksheets and a six-item questionnaire for surveying kindergarten and first-grade teachers about the independent work habits of enrichment groups.)

"Language Arts Curriculum Guide, First Grade." Norman Independent School District 29, Oklahoma. Norman Public Schools Curriculum Dept., 131 South Flood, Norman, OK 73069 ($25.00). 1981. 161 p. [ED 224 038]

Intended to enhance the quality of language arts instruction in the first grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids.

Von Harrison, Grant; and others. "An Empirical Approach to Teaching Reading." Paper presented at the Annual Meeting of the United Kingdom Reading Association. 1982. 14 p. [ED 222 866]

A study gauged the effects of peer tutoring on the reading skills of first graders. Subjects were 250 children divided into eight experimental and four control classrooms in a school district in Utah. Teachers were trained by researchers, bearing in mind five procedural principles: (1) appropriate modeling by the teacher, (2) extensive dialogue, (3) guided practice, (4) systematic mastery checking, and (5) systematic review. The program involved a series of "learning cycles" composed of exercises based on the content areas of sight words, letter sounds, blending, decoding, and oral reading. Students were paired according to achievement, highest with lowest and so on. Pair members tutored each other for half an activity and then reversed roles. Oral reading took place in several settings. Parental involvement was also encouraged. Tests given 8 months after the beginning of the program showed significantly higher levels of performance on early reading skills in the experimental group. This approach seems effective in helping teachers bring a large proportion of their students to the level of mastery.

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